

JUNIOR BOOKS & ACTIVITIES

CLASSROOM ACTIVITIES FOR THE ELEMENTARY GRADES



VOLUME 20 NUMBER 1

JANUARY

1947

40¢

STAYING IN A POLITICAL UNIT - THE VOICE OF AMERICA

HOW TO PLEASE PARENTS . . .

Teach students to make simple, useful things. They will take real pride in working on such projects as those listed herein. Your classroom interest jumps up several points—and besides the students' parents will quickly recognize the value of having their children make something worthwhile.



FELTCRAFT

Felt is a medium of brilliant colors that enables teacher to work out many artistic and creative projects for any age or group.

Trial Kit composed of several colors, includes—
9 squares, 4" x 4"
5 squares, 9" x 9"
1 piece, 9" x 18" and
20 page instruction book sent for \$1.25

Write for full list of felt material, sizes and prices.



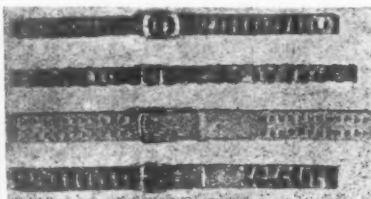
TEXTILE PAINTING

Another medium that we recommend for Juniors because excellent results may be obtained using stencils as the guiding factor for the basic designs—colors are brilliant and wash-proof.

Scarves, towels, handkerchiefs, etc. can be decorated by students.

All sets are complete with colors, stencils, directions and brushes.

No. 16413—Textile Paints, 8 oz. Jars,
any coloreach \$1.25
No. 16415—Extender, 8 oz. Jarseach .85
No. 16410—Textile Painting sets,
4 colorseach 2.00
No. 16412—Textile Painting sets,
10 colorseach 3.50



LINK BELTS

No tools or special skills are required for putting these handsome leather belts together. They are worth double the price in any store. Kits complete, simple directions included.

No. 600—(Top Illustration) Men's.....each 70c
No. 650—Men'seach 95c
No. 700—Women'seach 45c
No. 800—(Bottom Illustration).....each 70c

Your choice of black, brown, or natural color. 80 page catalog covers 40 crafts sent for 25c, refunded first order. ORDER NOW . . . Prompt shipments. Add 20c for shipping expense on any trial order.

AMERICAN HANDICRAFTS CO., Inc.

H-45 S. Harrison St., East Orange, N. J.

915 S. Grand St., Los Angeles, Cal.

SOURCE NOTES

Here's something we should have emphasized long ago. It seems that there is some misapprehension among teachers about the term of a *Junior Arts and Activities* subscription. Not so long ago our representatives attended a convention of teachers and, while there, were approached by several teachers who said that they would subscribe for *Junior Arts and Activities* but they hated not to receive ten issues for their \$3.00. Our representatives told them that whenever a subscription is received, unless otherwise specified, the current number is mailed and each monthly issue is sent thereafter until ten issues have been sent to the subscriber. Thus, if a subscription begins with the January 1947 issue, the teacher will receive all the issues until and including the December 1947 number. A FULL TEN ISSUES ARE SENT FOR EACH ONE-YEAR SUBSCRIPTION. NO MATTER WHEN YOU SUBSCRIBE, YOU WILL RECEIVE THE FULL QUOTA OF MAGAZINES.

To do anything else would be dishonest on our part and, incidentally, make us guilty of a serious violation of the postal laws.

If any of your friends ever ask you about this point, we should appreciate your passing this information along to them.

One further note, if you renew your subscription before your present one expires, your subscription will be extended so that you will receive ten issues on the first and ten issues on the extension. For example, let us say that your subscription will not expire until June but you wish to renew now. You will receive all the issues including the June number on your first subscription then your extension subscription begins and you will continue to receive *Junior Arts and Activities* for an additional ten months.

We hope that this is clear but in the event it is not, please do not hesitate to make inquiries of our circulation department regarding this important matter. Note, too, that if you order a two-year subscription or extension the same procedure is followed except that you receive twenty copies instead of ten.

Are you looking for inexpensive craft projects for your classes? We suggest that you send for the catalogues of the American Handicrafts Co., Inc., H-45 S. Harrison St., East Orange, N. J., and of the Favor-Ruhl and Co., Inc., 425 S. Wabash Ave., Chicago 5. You might also ask the crafts experts of these two companies to suggest projects and activities which will fit into your budget and will be suitable for the abilities of your particular group.

LOOKING FOR MATERIAL?

And we mean material which you can put to use in your classroom NOW! Projects, programs, holiday and seasonal material, ideas for things to do—vitalizing material for your classes.

If you are then you'll find it in the inexpensive back copies of *Activities On Parade*. These magazines are filled with ideas and projects which you can use and which provide stimulating educational experiences for the children in your classes.

These magazines are available to you for only 10c per copy in multiples of 10! But the number is limited because stocks are running low. So use the convenient coupon below and discover for yourself a new, rich source of material for your classes.

Book I is made up especially for younger children and Book II for older children. Be sure that when you order you specify which one of these books you want.

December, January and February issues are available. State your preference; however, it is necessary that we reserve the right to substitute in case of depletion of stocks.

ORDER ONLY IN MULTIPLES OF TEN!

Please send me:

.....copies of December, Book I
.....copies of December, Book II
.....copies of January, Book I
.....copies of January, Book II
.....copies of February, Book I
.....copies of February, Book II

I enclose.....to cover the cost.

Name

Address

CityZone.....State.....

The JONES PUBLISHING CO.

4616 N. Clark

Chicago 40, Ill.

R
AL?

which
class-
grams,
terial,
ulizing

and it in
ies of
mag-
s and
e and
educa-
ildren

available
copy in
umber
e run-
enient
er for
of ma-

ally for
II for
when
ch one

Febru-
State
it is
e the
of de-

F TENI

ook I
ook II
k I
k II
ok I
ok II

the cost.

CO.

40, III.

THE LETTER BOX

This department is calculated to add to Junior Arts and Activities' usefulness to you. Each month we shall answer as many of your questions as possible in these columns. In addition, each question received will be answered by a personal letter.

To give you the benefit of the knowledge and opinions of more than one individual, we have planned that your questions will be answered by different individuals on our staff, including the editor of Junior Arts and Activities.

Address all questions to the Editor, Junior Arts and Activities, 4616 North Clark Street, Chicago 40, Illinois.

Dear Editor:

I should like some information about units suitable for grade four.
M.G., Maine

First of all, there are not many places where units for a specific grade may be obtained. The reason is simple: the essence of the activity unit is undertaking a study in which the children are interested, one that is within their abilities, and proceeding according to the development of each child specifically and the class in general. The following are books which detail procedures and methods for conducting activity units.

Lane: *The Progressive Elementary School* (Boston: Houghton Mifflin Co., 1938)

Lee and Lee: *The Child and His Curriculum* (New York: D. Appleton-Century Co., 1940)

Storm: *Social Studies in the Primary Grades* (Chicago: Lyons and Carnahan, 1931, revised from that date.) Sections are recommended for grade four.

Here are subjects generally considered in grade four: transportation, food, clothing, and shelter of people today in distant lands (hot, wet lands; deserts, cold lands, primitive people, arctic lands, Vikings, ancient Egyptians, Greeks, Romans, etc.); fire, trees, water life, animals, soil and gardening, health, protection in nature. Naturally, some of these subjects are also considered less extensively in grades lower than grade four.

Dear Editor:

I teach a rural school, grades one through eight inclusive. I need material and help on correlation or "big block" system of social-science units in several grades. What topics

can I use to draw most reference work for each grade? I should appreciate any suggestions.

D.C., Oregon

I think the following books will help you tremendously in carrying out such a program as you present.

Bowen, G.: *Living and Learning in a Rural School* (New York: The Macmillan Co., 1944, \$3.00)

Ritter, E. L.: *Methods of Teaching in Town and Rural School* (New York: The Dryden Press, 1942, \$2.60)

Weber, Julia: *My Country School Diary* (New York: Harper and Brothers, 1946, \$3.00)

As to topics for an integrated program the study of your state is one possible one. The youngest children can learn about homes, community helpers, etc. in Oregon. Others can study primitive life in Oregon as well as transportation, communication, food, and clothing. Among the older children the geographical and topographical features can form an important working area. Finally, the history of your state,

(Continued on page 2)

PLAYS—Your new teaching tool—



Inexpensive — Royalty Free
Plays For Assemblies and Special Occasions
Plays For Regular Classroom Use

Thousands of teachers and principals find all the plays they need in *PLAYS*, the magazine which gives them one-act dramas in convenient and inexpensive form. Each month during the school year—October through May—*PLAYS* publishes from 12 to 14 new plays by writers of high caliber. There are plays on a wide variety of subjects and themes: comedy, biography, history, science, patriotism. Every holiday, every outstanding event or occasion, has its own play. The plays are grouped according to the various age levels, from elementary through senior high school.

Subscribers to *PLAYS* may produce all plays published in the magazine

ROYALTY FREE. For the subscription price of \$3.00 a year, the subscriber gets 8 issues containing well over a hundred new plays—less than three cents a play. Any or all of these plays may be produced with no further payment.

The plays may be used with simple costumes and no lighting as part of the regular classroom procedure to teach lessons of history, geography, and democracy. Or they may be produced with full costuming and lighting for assembly or special presentation. Each issue of *PLAYS* contains a section on production notes for the plays in the issue.

Among the contributors to *PLAYS* are such leading writers for young people as

Gladys Hasty Carroll, Lavinia R. Davis, Moritz Jagendorf, Lee Kingman, Isabel McLennan McMeekin, Helen Louise Miller, Jeanette Covert Nolan, Betty Smith, and Margaret Widdemer. With such authors as these no wonder the dramas published in *PLAYS* are up-to-date, interesting and timely!

To receive these economical and time-saving copies of *PLAYS* each month during the school year, send the coupon now.

Plays, Inc., 8 Arlington St.,
Boston 16, Mass.

Please enter.....subscription(s) for
.....year(s) to *PLAYS*.

(1 year \$3.00 — 2 years \$5.00)

☐ Check or money order enclosed.
☐ Send Bill.

Name

Address

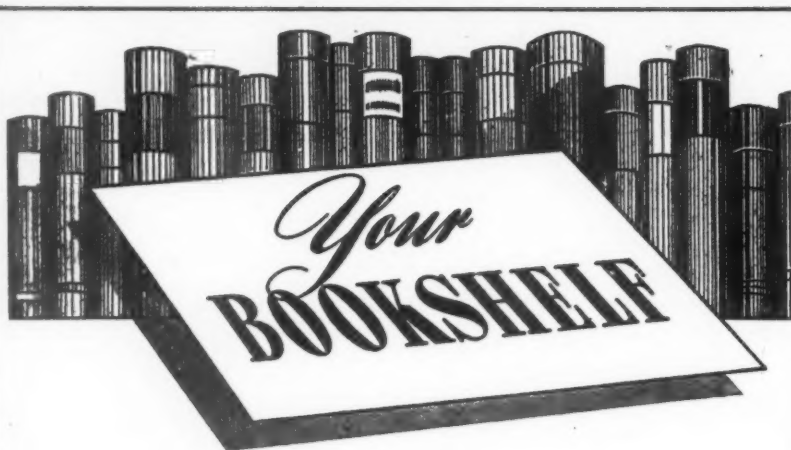
CityZone.....State.....

PLAYS

The Drama Magazine For Young People

8 Arlington Street

Boston 16, Mass.



Yes, your bookshelf is one of your most important teaching tools and its contents often make the difference between mediocre and inspired teaching. The following are books which we believe will augment your bookshelf with helpful, practical, and inexpensive material.

They are books which will work for you in presenting to your pupils ideas of things to do, projects, seasonal work, crafts, songs, designs, games, activities, study outlines, and so on which are up-to-date, stimulating, and above all educational.

SOCIAL STUDIES UNITS FOR PRIMARY GRADES. Study outlines, projects, and activities for 8 of the most frequently used units in the kindergarten and grades 1, 2, 3. Each unit contains projects: construction ideas, seatwork, designs, reading charts, games, posters, book covers, etc. 75c

SONGS FOR EVERY SEASON. This is a brand new compilation of songs for little people. Taken from past issues of *Junior Arts and Activities*, each song is complete on one page and the music is clear and easy to read. 75c

YEAR-ROUND ARTS AND CRAFTS PROJECTS. A book of projects, arts and crafts, things to do, things to make, for every season and every holiday usually observed during the school year. 75c

OUR UNITED STATES. Contains study outlines, projects, maps, activities, reference material. Included are: Alaska, District of Columbia, California, Illinois, Louisiana, Michigan, New York, Ohio, Pennsylvania, Texas, Virginia, Washington (state), Wisconsin. . . . 60c

OUR GOOD NEIGHBORS. Revised Edition. Contains study outlines, projects, maps, activities, reference material on Canada, Mexico, Central America, and South America. 60c

COMBINATION ORDERS

<i>Our United States and Our Good Neighbors</i>	\$1.00
<i>Our United States or Our Good Neighbors and Social Studies Units For the Primary Grades</i>	\$1.15
<i>Our United States and Our Good Neighbors and Social Studies Units for Primary Grades</i>	\$1.60
<i>Songs For Every Season and Year-Round Arts and Crafts Projects</i>	\$1.25

All books sent postpaid

Cash must accompany all orders

Junior ARTS & ACTIVITIES

4616 N. CLARK ST.

CHICAGO 40, ILL.

LETTERS

(Continued from page 1)

its political development, famous people, natural resources, industries, etc., will interest the older children. All will gain from such a study and the work done in other groups. This principle can be applied to your other units.

Dear Editor:

Where can I find basic steps in teaching beginners' art. How do I attempt to teach them how to make grass and the sky, etc.

C. H., Texas

I should like to recommend two very good publications. The first is: *Bruhn Simplified Art Instruction* which is published by the Midwest Press and Supply Co., Sioux Falls, South Dakota. This excellent book gives detailed, grade-by-grade, step-by-step instructions for teaching art. The price is only \$1.35.

The second publication, which is really a series, is *New Art Education* which is published by The American Crayon Co., 1706 Hayes Avenue, Sandusky, Ohio. You can, at little expense, get instruction books and manual for different levels. I suggest that you write to them about price and for further details.

Dear Editor:

Will you please tell me where I can get material on citizenship for use in grades one through six?

E.H., Massachusetts

I believe that you will find the following of help to you:

From Earl J. Jones, Publisher, 740 Rush Street, Chicago 11: *Good Citizenship Posters to Color*, No. 563, 35c per set. *American Citizenship*, No. 57; *Our Democracy*, No. 61; and *Children in a Democracy*, No. 64. These are three units of work, 30c each.

"Helping Uncle Sam With Thrift," *Junior Arts and Activities*, January, 1942, and "Patriotism, Primary Unit," February, 1942 issue, are two units which, although written during war-time, are, with minor adjustments, applicable to citizenship training now. Copies of these issues are available at 25c each.

NOTICE!

Look at your address on the wrapper covering this magazine. If it is marked 1-47, your subscription expires with this issue. To be assured of uninterrupted service, send your renewal order in today.

THANK YOU.

USING PROJECT MATERIAL IN THIS ISSUE

The designs and arts in native crafts shown on page 9 can be utilized in several ways. One which should not be overlooked is using them in a mural based on the study of the Congo region. Or, if your class does not want to make the large "Notebook Tour Through Congo Land" (pages 10 and 11) these designs may very well be used on other notebook covers.

The basic idea of "A Notebook Tour Through Congo Land" on pages 10 and 11 can be used in studies of any country, state, or particular region. Since it is a deviation from the usual procedure, such a notebook brings added interest to the study.

The modernistic lady design on page 14 also lends itself well to adaptation—borders, greeting cards, invitations, covers for spelling or reading notebooks, and the like—all of them can be made with this design as decoration.

Other braiding projects may utilize the "Braided Belts" patterns which are presented on page 26. Hair bands, for instance, are very attractive and can be made (with lighter material, of course) in much the same way. Or, children might like to braid short strips of cord and then sew them together to make mats for table places or on which to set hot dishes.

"Open Doors to Health" shown on page 24, might very well be "Open Doors to Reading," or "Open Doors to Better English," and so on.

Discarding the heavy backing for construction paper, the basic idea is an excellent one for a greeting card or an invitation, the greeting or invitation being lettered so that when the "doors" are opened it is visible. The "doors" may be closed by punching a small hole on each side in the center near the open edge and then slipping a bit of yarn or ribbon through and tying it at the front.

The chart on "How We Vote," page 36, may be used in connection with this unit or separately. For instance, when election time comes around, your class

may not be studying the unit as a whole, but certainly a chart about how we vote would not be out of place and a study of it may well stimulate the pupils' interest in elections.

On page 37 is given a "Local Political Units Quiz." However, this is only a suggestion of the questions and type of quiz which may be used with such a unit. Depending on the age and achievement of the group, some interesting seatwork might be worked out keeping such questions in mind.

As all poster designs, the one given on page 38 is also just a suggested idea. It is much better if the class either as such or as individuals work out their own ideas for a suitable poster for the unit. A series of posters—or even a mural—depicting the various city officials and their duties might prove interesting. For instance, a picture (you have a choice here of using an actual picture or having the children sketch a likeness) of the mayor might come first. Around this central figure in the poster may be sketched pictures depicting his duties—the mayor presiding at a meeting of the city council, the mayor giving an official welcome, the mayor presiding at court and so on. Such sketches need not be elaborate nor in much detail, just so they indicate the duty of the central figure of the poster whether it be mayor, chief of police, city manager, or whoever.

In connection with the study of local political units or independently the "Game" on page 39 is one that children will enjoy.

Do not overlook the opportunity for integrating this study with art through the actual construction of the game by the class. None of the parts, including the board, is so difficult that most intermediate and upper grade children cannot make it.

In rural schools or in any other type school where a rainy day will keep children in the classroom itself during recess and lunch period, having a game such as this on hand will help to keep the children quiet and busy.

TEACHERS COME OUT WEST TO TEACH.
FREE ENROLLMENT. Unexcelled Service.
Largest in the West.
WM. RUFFER, Ph.D., Mgr. M-WATA
Rocky Mt. Teachers Agency
310 U.S. Nat Bank Bldg. DENVER, COLO.

Free BOOK of ARTCRAFT
IDEAS FOR CLASSWORK
How to decorate burnt wood etchings, glorified glass plaques, mirror pictures, brass and copper craft, etc.
Write for catalog JA-1
THAYER & CHANDLER
910 W. VAN BUREN ST. CHICAGO 7, ILL.

Clever Monologues For Little Girls

"Betty Entertains the Encyclopedia Salesman".....	28c
"Cinderella".....	53c
"Come on in, Mrs. Jones".....	38c
"Fairy Tale Ball".....	28c
"Hansel & Gretel".....	53c
"Little Red Riding Hood".....	38c
"Margery Receives".....	28c
"Playing With Mama's Hats".....	38c
"The Telephone Doll".....	38c
"A Tree to Plant".....	28c
"When Company Comes".....	23c
"Why Columbus Mixed His Dates".....	38c

The above titles may be purchased separately at post-paid prices quoted; or all twelve will be sent for \$3.00.

Order from
EDNA MEANS
DRAMATIC SERVICE
525 Arlington Place
Chicago, Illinois
Send for our free catalogue

MORGAN-DILLON & CO. WORKBOOKS

SOCIAL STUDIES UNITS

For use with various grades as indicated in descriptions. Printed in hectograph duplicating ink—guaranteed to reproduce 50 to 75 copies on any gelatin duplicator.

ESKIMO LAND. 32 pages, usable in 2nd or 3rd grade. Illustrations of Eskimo family life and activities. Lots of activity work for pupils.\$1.00

MY ESKIMO BOOK. Descriptive lessons on animals of Arctic, types of homes and costumes, historical and geographical information. 54 pages, grades 4 to 6.\$1.25

CHINA. 32 pages of diversified test material, illustrations, activities setting forth customs, products and features of China. 2nd or 3rd grade.\$1.00

MY UNIT ON HOLLAND. Stories properly graded covering outstanding features such as dikes, windmills, costumes. 32 pages, usable in grades 2 or 3.\$1.00

MY INDIAN BOOK. 32 pages generalizing on Indian clothing, food, shelter, and daily life. Large illustrations, plenty of activity work. Grades 2 or 3.\$1.00

MEXICO, OUR SOUTHERN NEIGHBOR. The charm of Mexico brought out through lessons in reading and geography on habits, customs, legends. 32 pages, grades 3 or 4.\$1.00

Send remittance with order to:

MORGAN-DILLON & CO.
4616 N. Clark St. Chicago 40, Ill.

JUNIOR ARTS & ACTIVITIES

THE NATIONAL MAGAZINE
FOR THE ELEMENTARY
TEACHER OF TODAY

ANN OBERHAUSER

Editor

M. E. LITTLE

Staff Artist

AMY SCHARF

Assistant Editor

Contributing Editors

HAROLD R. RICE

Dean, Moore Institute of
Art, Science and Industry
Philadelphia, Pennsylvania

MARIE G. MERRILL

Author of Songs and Plays

LOUISE B. W. WOEPPEL

Assistant Professor of Music
Dana College
Blair, Nebraska

YVONNE ALTMANN

Kindergarten Director
Oshkosh, Wisconsin

GEORGE C. MCGINNIS

Principal, Thousand Oaks School
Berkeley, California

JEROME LEAVITT

Industrial Arts Department
Los Alamos Schools
Santa Fe, New Mexico

HELEN M. WALTERMIRE

Teacher and Writer
for the Elementary Field

GRACE E. KING

Writer of Books on
Elementary Education

Junior ARTS & ACTIVITIES

published by

The Jones Publishing Company
4616 N. Clark St. Chicago 40, Illinois



Published monthly except July and August
by The Jones Publishing Company.

C. G. Morgan, President
Walter Graham, Vice-President
Maurice Nugent, Vice-President

Editorial offices: 4616 N. Clark St., Chicago
40, Ill. Advertising representatives: Johnson
and Rabens, 53 W. Jackson Blvd., Chicago
4, Ill.

Copyright 1946 by
THE JONES PUBLISHING COMPANY
All Rights Reserved

Subscription: One year \$3.00 in U.S.A.;
\$3.25 Canada; \$3.50 foreign. Single copy, 40c.
Change of address: Four weeks' notice
required for change of address. Please give
both the old and the new address.

Entered as second-class matter September
27, 1939, at the Post Office at Chicago, Illinois,
under the Act of March 3, 1879.

THIS MONTH

January, 1947

Volume 20 Number 5

PAGE

Congo Life—Illustration by M. E. Little.....front cover

Regular Features

From the Editor's Desk.....	5
Activities in the Kindergarten.....	Yvonne Altmann 13
Science Activities.....	George C. McGinnis 16
Activities in Wood.....	Jerome Leavitt 25
Teaching Music in the Grades.....	Louise B. W. Woepfel 30
Teacher's Corner.....	40
Audio-Visual Aids.....	41
Your Bookshelf.....	45
Entertainment Helps.....	Gladys Jackson 46

Special Features

January Calendar.....	6
Rules to Remember.....	Gail Brook Burket 15
The Voice of America, program.....	Louise B. W. Woepfel 30
Index to Volume 20.....	43

Units — Study Outlines and Activities

Congo Life.....	Ann Oberhauser 7
Designs and Art in Native Crafts.....	9
A Notebook Tour Through Congo Land.....	10-11
Rhythms of the Congo.....	12
Milk.....	Yvonne Altmann 13
Measuring Devices For a Store Activity.....	18
Song of the Hours.....	Bernard I. Foreman 19
Measuring Seatwork.....	20
Learning About Oregon.....	Paulette Sloan 26
Map.....	27
John McLoughlin, portrait.....	28
Surveying Local Political Units.....	Amy Scharf 34
How We Vote.....	36
Local Political Units Quiz.....	37
Poster.....	38
Game.....	39

Arts and Crafts

Designs and Art in Native Crafts.....	9
A Notebook Tour Through Congo Land.....	10-11
A Modernistic Lady.....	Yvonne Altmann 14
Braided Belts.....	Elmer Lee 21
Simple Simon Poster Project.....	23
Open Doors to Health, chart.....	Birdie Gray 24
Toys.....	Jerome Leavitt 25
Snails.....	I. Dyer Kuenstler 32

Citizenship and Democracy

Rules to Remember, verses.....	Gail Brook Burket 15
The Voice of America, program.....	Louise B. W. Woepfel 30
Surveying Local Political Units.....	Amy Scharf 34

Nature Study and Science

Milk.....	Yvonne Altmann 13
Heat Energy and How We Use It.....	George C. McGinnis 16
Experiments.....	17
Open Doors to Health.....	Birdie Gray 24
Snails.....	I. Dyer Kuenstler 32

Music

Rhythms of the Congo.....	12
The Voice of America.....	Louise B. W. Woepfel 30
Wishing Tree, song.....	Mildred Wadsworth 33

Reading, Literature, and Poetry

Rules to Remember, verses.....	Gail Brook Burket 15
Song of the Hours, poem.....	Bernard I. Foreman 19
A Story About Simple Simon.....	22
Follow the Signs, story.....	Mildred Lawrence 29
Your Bookshelf.....	45

Work Material

Experiments.....	17
Measuring Seatwork.....	20

From the Editor's Desk . . .



Teachers frequently complain that there is no special observance or celebration during the month of January around which they can build a stimulating seasonal activity. Well, while we admit that on the surface thrift does not appear to be the most fascinating subject in the world, still combined with the observance of Benjamin Franklin's birthday (January 17) and National Thrift Week, a great many pupil-inspired, meaningful projects may be carried out. Thrift may be inserted into such units as that on Congo Life (page 7 of this issue) or on government (see "Surveying Local Political Units," page 34). It may be studied on progressively higher levels from kin-

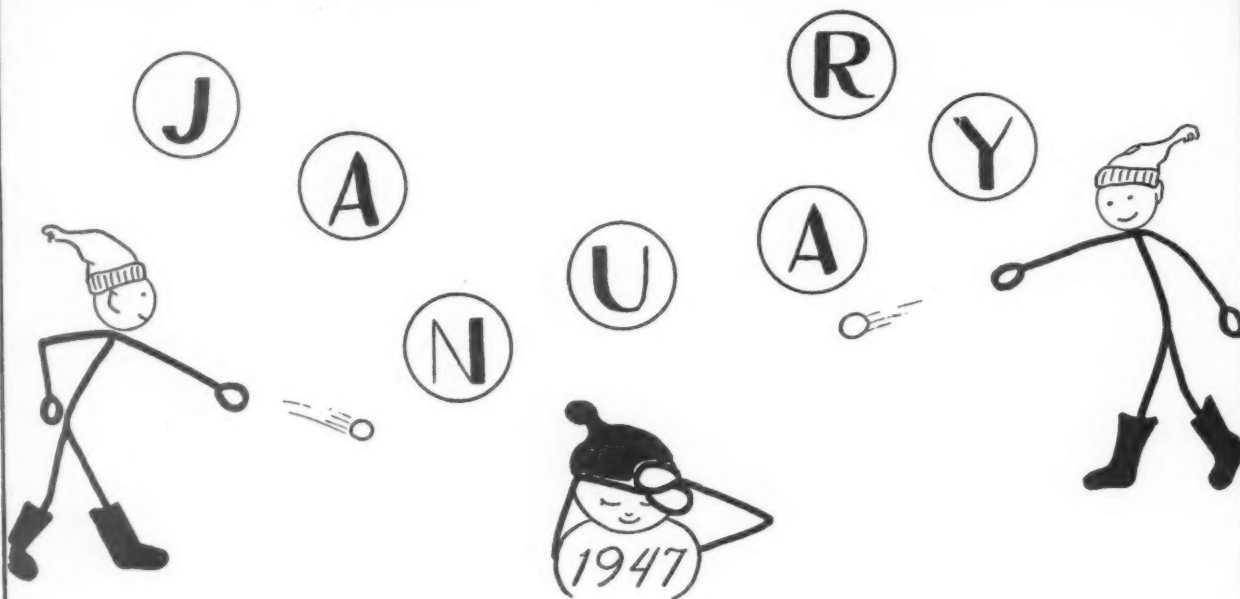
dergarten through the entire elementary school program. Little children may learn the economical use of classroom materials while older ones study the reasons for a thrift program in family life and in government agencies.

Recently there has been a tendency (in spite of an educational campaign in the opposite direction) to disregard thrift, to get the things we want even though our incomes do not warrant the expenditures; to neglect to save against a rainy day. This trend is but another evidence of a growing lack of responsibility among our adult population and, if it is to be combatted, the schools must assume the additional burden of thrift education.

In adults the idea that we should have what we want is a natural but a short-sighted one and it assumes that someone else will be responsible for our welfare. Because it is an intellectual process to see where this line of action will lead us and because the consideration is for a future eventuality, we are inclined to neglect thinking about the results of our actions. Surely the privileges and dignity of man have accompanying responsibilities.

In children with whom we are directly concerned, we must instill some ideas of self-control. We know that self-control is an old-fashioned virtue. But consider its necessity. We must show them by whatever means we have at hand (and these can be the curriculum or democratic living in the classroom) that self-control is a desirable thing and that discrimination is necessary. The habit of thrift is what we must establish. Remember the Christmas-Club idea once so popular? How we as children saved our pennies, passed up ice-cream cones and candy in order to put our weekly quarters in the bank? We learned through bitter experience that our parents could not afford the \$12.75 to which our yearly savings amounted, and buying Christmas presents was such fun! Now the publicity is directed to saving money via United States Savings Bonds (a procedure old Ben Franklin would certainly have endorsed) but the difficulty is that the goal is not so tangible, at first glance. But it can be made so; it must be made so if habits of thrift are to become a part of children's lives.

— Editor



SUN

MON

TUE

WED

THU

FRI

SAT



2

3



6



8

9



THRIFT
WEEK

14

15

16



20



22

23

GOLD
DISCOVERED
IN
CALIFORNIA
1848



28



CONGO LIFE

A TWO-IN-ONE UNIT FOR PRIMARY AND INTERMEDIATE GRADES

By ANN OBERHAUSER

Life in the Belgian Congo has long been made the basis of interesting units for the elementary grades. However, not all authorities are agreed concerning when this study should be undertaken. Certainly in the upper-grade geography-social-studies program it will be included. But children in the primary grades will benefit from a study of this kind if it is slanted to bring out the means man has used to fit himself into his environment. In the intermediate grades the study of the Congo region may serve in a unique way to introduce children to basic concepts of geography. It is from these two points of view that the following material has been written. The first part may be used in the primary grades; the second part, in the lower intermediate grades.

HOT, WET LANDS

Approach

After the class has learned about Indians, the pioneers, Eskimos, or any other social group, the attention of the children may be directed to a consideration of life under other conditions. Pictures, posters, drawings, etc., may be placed on the bulletin board. (A list of sources for visual material will be given at the end of this unit.) Stories may be read to the children. (See list at the end of this article.) A discussion centering on the answers to questions raised by the pictures and stories may form the basis of a desire to study life in the Congo region.

Objectives

1. To learn how other people live.
2. To learn the effects of heat and dampness upon the lives of people.
3. To broaden concepts of the extent of the world.
4. To develop habits of critical thought and independent investigation.
5. To provide opportunities for working together.

In addition, each teacher will have objectives to meet specific problems in her class. For example, if the class contains an unusually large number of shy children, one of the objectives should be to provide many opportunities for

speaking before the entire group and in the smaller working groups.

Planning the Unit

This unit should develop around the answers to the following questions:

1. Where do these people live? Homes, climate, terrain, etc.
2. What do they eat and how do they get their food? Types of food, gardening, hunting, fishing.
3. What kinds of clothing do they wear? Include decoration of hair and jewelry.
4. What methods of travel have they? Include communication.
5. What kinds of games, sports, music, etc., are to be found here?
6. What are the arts and crafts of these people?

In addition, the children will probably want to learn about the plants and animals of Congo Land as well as about the education of the children in this region.

Some central activity embodying all these facts should be planned. The most usual is the floor or table project. However, a giant-size classroom notebook can be prepared in such a way that all the activities of a floor project may be included. In addition to the notebook (described in detail on pages 10 and 11), the children might make shadow boxes to illustrate further the scenes in the notebook.

Each child should be responsible for some phase of the work. If a culminating program is planned it might be built around rhythm-band activities with the class making up chants to fit the rhythms.

Development

I. The people who live in Congo Land

A. Dark skin, black hair, strong, lithe

- B. Swift runners
- C. Tribal system

II. Where they live

- A. Lowlands
 1. Much rain
 2. Great heat
 3. Rich forest growth
 4. Dangerous animals

B. Their homes

1. Shelter from the rain is needed.
2. Shelter from the wild beasts
3. How their homes are made
 - a. Steep grass roofs to shed the rain and moisture
 - b. Elevated homes near streams
 - c. Enclosures to keep away animals

C. Equipment for homes

1. Fires made without matches
2. Calabashes used as pots and pans, dishes and cups

III. Food

A. Kinds of food

1. Animals of the forest
2. Roots
3. Vegetables, fruits, nuts

B. How food is obtained

1. Hunting
2. Digging and gathering
3. Planting and harvesting
 - a. Many of the people have small gardens.

C. Who obtain the food

1. Men do the hunting
 - a. Spears
 - b. Bows and arrows—sometimes poison arrows
 - c. Carts
2. Women dig for roots; plant gardens, tend, and harvest them.

IV. Clothing

A. Because of the heat very little clothing is worn.

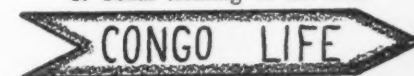
B. Women's clothes

1. Necklaces, etc.
2. Hair ornamentation
3. Clothing

a. It should be remembered that in some sections of the Congo, where the people have come into contact with other cultures, the women sometimes wear flowing white or colored dresses.

C. Men's clothing

1. Tattooing and other body decoration
2. Costumes of chieftains, medicine men, dancers, etc.
3. Usual clothing of the men



- D. Clothing of children
- V. Travel and communication
 - A. Travel
 - 1. Jungle paths
 - a. Thick undergrowth making travel on foot difficult
 - 2. Rivers
 - a. Dugout canoes
 - b. Rafts
 - B. Communication
 - 1. Drums
 - 2. Runners

- VI. Culture
 - A. Arts and crafts
 - 1. Carving
 - 2. Weaving baskets and mats
 - B. Music
 - 1. Drums
 - 2. Wind instruments
 - C. Education
 - 1. Children learn from parents.
 - 2. Special instructions for older boys given by men and chiefs
 - D. Folklore
 - 1. In songs and chants
 - 2. Dancing at various times and for special purposes

Other terms may be added to this list.

Integrations and Activities

All the subjects of the curriculum may be integrated into this unit. Special attention might be given to health and safety integrations by pointing out the prevalence of disease among the peoples of the Congo land — disease carried by insects such as the tse-tse fly and the mosquito. The necessity for controlling harmful insects will be apparent.

Among the activities in connection with this unit are: making notebooks, decorating the classroom with Congo designs, dressing dolls in Congo costumes, making shadow boxes, making original sketches, composing poems, stories and chants, dramatic play.

THE BELGIAN CONGO

Approach

The location of the Belgian Congo makes possible using it to define many geographical terms which must be understood before further work in geography is done. If a map of the world is placed on the bulletin board and ribbons run from the United States to the Congo, the children may observe and become interested in learning more about the map. From this it is but a step to centering the study on the Congo.

Objectives

1. To provide a means for learning basic geographical terms and facts.
2. To enable children to correlate what they learn in this unit with other regions and situations.
3. To provide a background of interest in geography.

4. To develop an interest in precise thinking and exact terminology.
5. To help children understand the necessity for looking beyond superficial differences to discover basic similarities in all peoples.

Planning the Unit

Why not utilize the airplane trip from the United States to the Congo region to illustrate the concepts of geography which are necessary in this unit? By means of both flat maps and globes the route of the trip may be traced. Then as each of the following terms enters into the discussion of the trip, illustrations should be made and placed on the map.

coast line	Tropic of Cancer
ocean	equator
latitude	island
longitude	tropics
Temperate Zone	continent
Torrid Zone	river mouth
bay	mountains
strait	lowlands
plateau	

Other terms may be added to this list.

A major activity should be planned at the beginning of the unit. This might be a consideration of the Belgian Congo region in relation to the rest of the world. A large illustrated map might be made by the entire class and on this the distinctive geographical features of this region may be shown in original illustrations and captions made by the class. Emphasis should be placed on the effects of geography upon the lives of the people.

Development

Parts of the outline for the primary grades may be used but in this case the attention should be paid to the specific rather than to the general. With the help of a relief map, the children should decide whether life in all parts of the Congo are the same then, by means of research, they should verify their deductions.

Emphasis should be placed on the types of vegetation and animal life prevalent in the land with comparisons being made between the Congo and other parts of the world, particularly the section of the United States in which the children live.

Correlations and Activities

Arithmetic, language, and science correlations are obvious. Social-studies correlations should be made by considering the social structure of the peoples of the Congo region and how this structure meets their needs. In the course of the unit, quite naturally, other points will be made. Health and safety should not be forgotten. Here the chil-

dren should consider the effects of climate upon the people and why white men have difficulty in living in certain parts of the Congo region. Health measures now being taken for the welfare of the people of this area should be studied.

There are many activities in which the children may engage during the unit. In addition to making maps they may construct relief maps of the region, make up stories about the people and the land, write a play or program, collect materials for a Congo exhibit, listen to talks by people who have lived in Africa (sometimes there are returned missionaries in the community), study and imitate the native arts and crafts, make comparisons between native African music and some of our modern compositions.

REFERENCES

Sources of Visual Material

- "African Pygmy Thrills," 16 mm., 1 reel, sound movie (Venard Organization, Peoria, Ill. Cost: transportation charges only.)
- "Jungle Yachts in the Belgian Congo," 16 mm. or 35 mm., 2 reels, sound movie (International Harvester Co., Consumer Relations Dept., 180 N. Michigan, Chicago 1. Cost: transportation charges only.)
- "Native Africa," 16 mm., 1 reel, sound movie (Venard Organization)
- "African Cut-Outs" (Paine Publishing Co., Dayton, Ohio, 50c)

Books

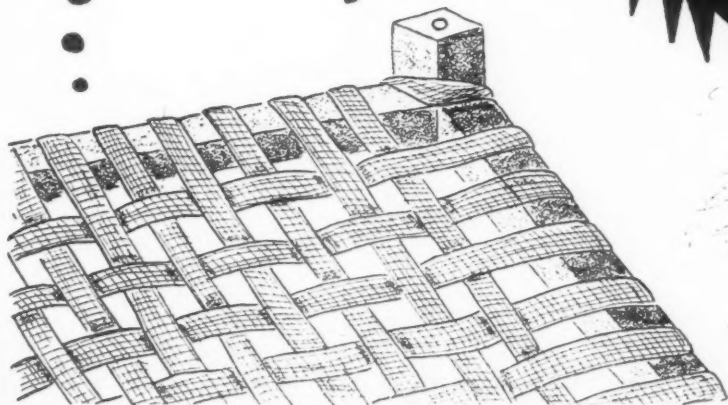
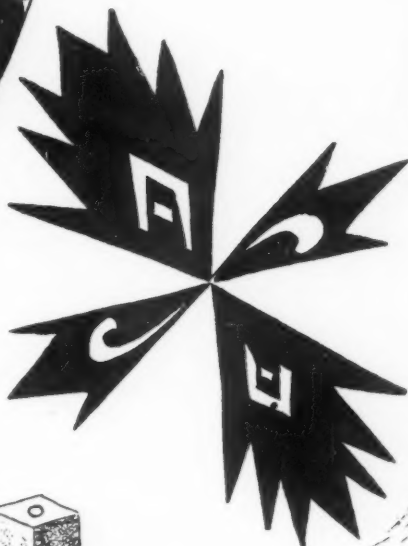
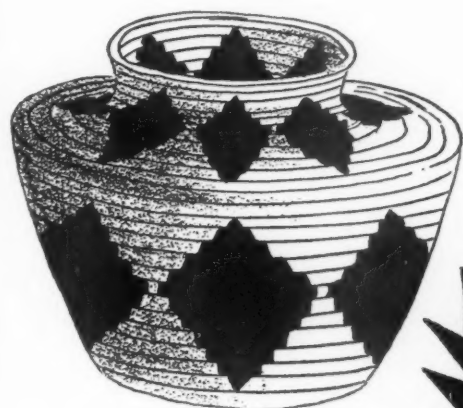
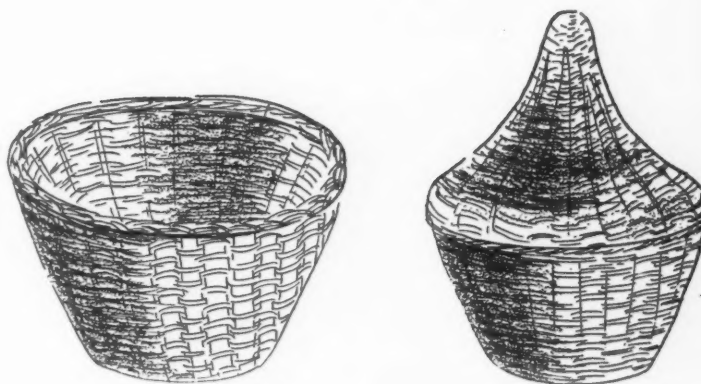
- Akeley: *Biography of an African Monkey* (New York: Macmillan)
- Dombrowski: *Boga, the Elephant* (New York: Macmillan)
- DuChaillu: *In African Forest and Jungle* (New York: Charles Scribner's Sons)
- Enright: *Kintu, a Congo Adventure* (New York: Farrar and Rinehart, 1935)
- Marcy: *Rhymes of Early Jungle Folk* (Chicago: Charles H. Kerr Co., 1922)
- Miller: *Jungles Preferred* (Boston: Houghton Mifflin Co.)
- Phillips: *Far Peoples* (Chicago: University of Chicago Press, 1929)
- Pratt-Chadwick and Lamprey: *The Alo Man, Stories From the Congo* (New York: World Book Co., 1927)
- Robeson: *African Journey* (New York: The John Day Co., 1945)
- Singer and Baldredge: *Boomba Lives in Africa* (New York: Holiday House, 1935)
- Woolbert: *Look at Africa* (Headline Series, No. 43, Foreign Policy Association, 22 E. 38th St., New York 16, 25c). Good for teacher reference.

DESIGNS AND ART IN NATIVE CRAFTS

The designs and arts which we have illustrated on this page are typical of those of Congo Land. The purpose of showing such designs is that of giving children an additional opportunity to study the native designs and to utilize such designs in their own art projects.

The children may wish to weave a gift basket similar to the one pictured here at top right. Or they may prefer to adapt the design of the weave in making borders for the pages of the notebooks or for pictures to be included in a Congo Land display.

Also, the opportunity of comparing the designs of the natives of Congo Land to those of other peoples—those of our own American Indians, the peoples of South America, the designs of ancient peoples such as the Egyptians, the Aztecs, and others, should not be overlooked.



A NOTEBOOK TOUR



BASIC SHAPE



2 ND. PAGE

NOTES ON
THIS PAGE



3 RD. PAGE

NOTEBOOK OPEN

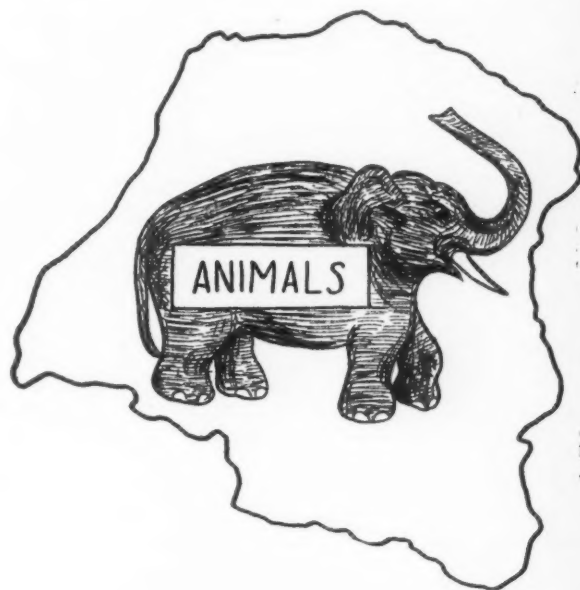
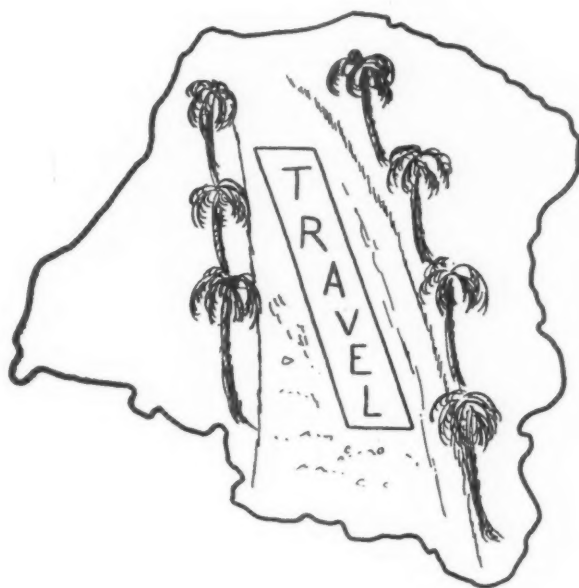
The cover, and therefore the basic shape for all the pages, of this notebook tour through Congo Land, is that of the Belgian Congo. This shape is sketched on heavy cardboard and then cut out. Cartographic markings may be the decorations for the cover, with "BELGIAN CONGO" lettered or pasted across it.

The first page, as illustrated here, is about homes. Sketch on a basic shape sheet a type of home used in the Congo.

(We have pictured the hut.) Twigs and grass may be pasted on the roof to give a more realistic effect, or they may be sketched in. The door is cut away and backed with cellophane which gives a window effect. Then, on the sheet beneath, the word HOMES is lettered so that it will show through the cellophane door on the sheet before.

On the second sheet, around the word HOMES, are sketched different types of Congo homes. Or, if pupils have

R THROUGH CONGO LAND



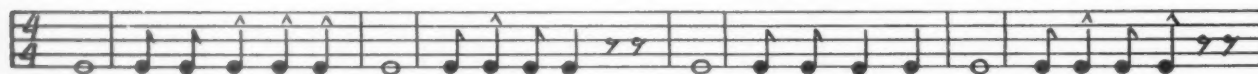
suitable pictures, paste them in instead of sketching. On the opposite sheet (the back of the large home with the cellophane door) can be written stories or pertinent facts about the Congo homes pictured on the page at right.

The next section may be about principal foods which are eaten in the Congo. A coconut may be used as the first sheet and it should have a space cut out and backed with cellophane through which will show the word FOOD which is lettered,

as before, on the second sheet in that section. The same plan of sketches or pictures is used, and on the page at left are again written pertinent facts about the subject of the section.

So each section is made. We have pictured here a notebook of homes, food, clothing, travel, and animals of the Congo. You and your class may wish to include other subjects such as crafts, recreation, farming or hunting implements, and so on.

RHYTHMS OF THE CONGO



These rhythm patterns are adaptations, suitable for classroom use, of authentic Congo rhythms. In the course of the unit, the children will learn that in the Congo drum rhythms have several uses. For instance, they are a means of communication. Messages are relayed for miles from village to village by the drums.

The drum rhythms are also used in dancing—both religious and ceremonial since the natives dance not only to honor their gods but also to express joy, and grief, and even to greet their friends.

In the classroom the obvious use of these rhythm patterns is in the rhythm band. You and your class may wish to present a program as a culminating activity for the unit, and in such a case the demonstration of Congo rhythms will have a definite place.

In addition, children may want to devise their own rhythms modeled on those of the Congo. Ask the children what rhythms THEY would use to express joy or to greet their friends. You should obtain some interesting results.

The making of drums in the classroom is another project in connection with these rhythms. We have not given instructions for making drums since such directions are easily obtainable. However, a point to remember in making the drums is that the tonal pitch will depend upon the size of the drum. Children may want to experiment with harmonizing the lower pitches of large drums with the higher ones of small drums.

Another idea is a rhythm pattern notebook containing both authentic adaptations of Congo rhythms and those rhythms the children themselves devise.

ACTIVITIES IN THE KINDERGARTEN

MILK

By YVONNE ALTMANN
KINDERGARTEN DIRECTOR
OSHKOSH, WISCONSIN

I. INTRODUCTION AND MOTIVATION

"Mary told me that she drank a big glass of milk for dinner. How many of you drink milk for dinner?" Many hands were raised. "Why do we drink milk?"

It was through such questions and the discussion prompted by them that this unit was motivated in our class. Another way to motivate the unit is to lead into the discussion during the milk period.

II. OBJECTIVES

A. General (See master outline in the September, 1946 issue.)

B. Specific—To help each child

1. To understand the need for drinking milk
2. To understand where milk comes from
3. To understand the farmer's part in caring for and milking the cows
4. To understand how milk gets to the dairy
5. To want to visit the dairy
6. To understand what happens to the milk after it arrives at the dairy
7. To understand what other things are made at the dairy—casein, ice cream, sherbet, butter, cottage cheese, etc.
8. To understand the duties of the people who work at the dairy
9. To find out any other information about milk
10. To learn how the community and its helpers (farmer, dairy people) help all people to live a happier life
11. To make a book on milk or to contribute to the class book

(Note: One of the most helpful correlating devices for units in the kindergarten is making a class notebook to describe the activities.)

III. DEVELOPMENT

Any little stories or poems on milk will be enjoyed by the children. Also, pictures of cows, the farm, or the dairy create interest. The children in our class were invited to make up stories about the pictures which were shown them.

A visit to a neighboring dairy caused a great amount of excitement. Before doing this we reviewed the points to remember when going on an excursion (*Junior Arts and Activities*, "Fire," October, 1946).

The information which the children derived about milk both from the dairy visit and our class discussions was put into book form. Paint crayon was the medium which we used for making the pictures. The pictures were drawn on 9" x 12" water-color paper. The children were delighted to see the crayon turn into water color when they washed their pictures with water.

The best pictures needed to illustrate the book were saved. The children told about the pictures which they had made and the facts about these illustrations for the book were written (large type-writing or manuscript lettering) and stapled in the book opposite the appropriate pictures.

The unit led to associated and other creative activities:

1. Playing farmer milking the cow
2. Playing the part of the milkman
3. Singing songs about the cow and milkman
4. Making up songs, stories, and rhythms about the unit
5. Listening to stories about milk

IV. OUTCOMES

A. Skills in which children become more adept

1. Finding stories in our room library
2. Thinking about and discussing the farmer, cows, milk, and the dairy
3. Increasing their vocabulary—refrigerator room, weighed, tested, tank, dairy, pasteurized, skim milk, casein, etc.

4. Speaking before the group
5. Counting
6. Handling paint crayon as an art medium
7. Developing imagination through dramatic play
8. Organizing material by making a book about the unit

B. Knowledge which children added to their fund of information.

1. The farmer, cows, the dairy
2. The part they play in relation to the dairy, milkman, and drinking milk
3. The part the milkman plays in the community
- C. Attitudes (See master outline.)
- D. Appreciations of which the children became more keenly aware
1. An orderly and logical development of the unit
2. The farmer and his cows, workers in the dairy including the milkmen
3. Their abilities and those of other children
4. The book they made about the unit

V. INTEGRATIONS

A. All school subjects (See master outline.)

B. Greater application was given to listening to stories and discussions.

C. Greater application was given to learning songs.

D. Conversational ability improved as children discussed the unit.

E. Children showed a greater willingness to drink milk because of the study.

VI. LEAD TO OTHER UNITS

- A. Health
- B. Farm
- C. Transportation

VII. BIBLIOGRAPHY

A. Stories

Hardwick, Marjory T.: *A Study of Milk* (New York: Grosset and Dunlap, 1936)

Johnson, Eleanor: *The Dairy*, Unit Study Book, No. 105 (New York: American Education Press, Inc.)

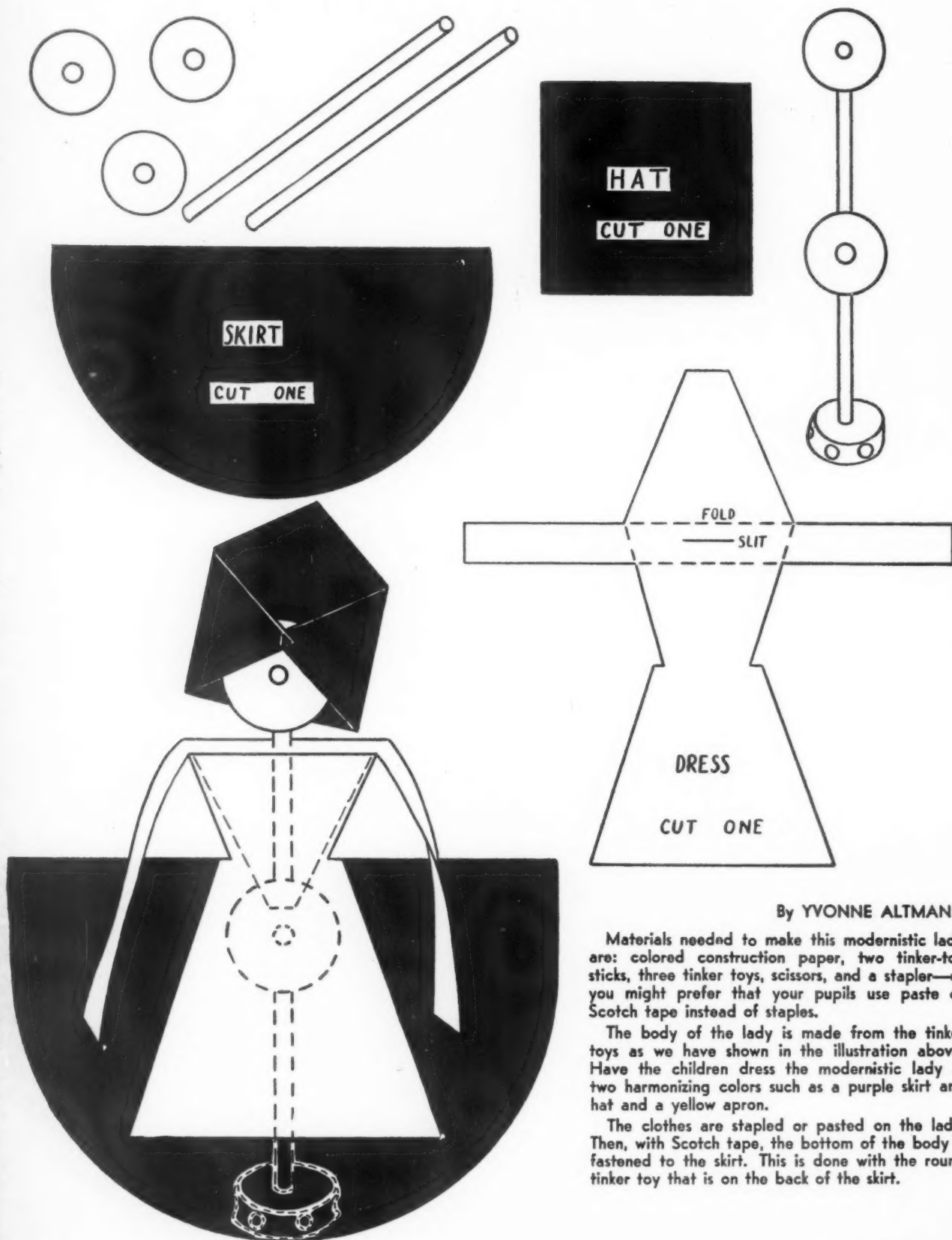
McCrary, Mae: *Milk*, Unit Study Book, No. 203 (ibid)

B. Songs

Glenn, Learittl, Rebmann: "Songs About the Milkman," *Sing A Song*, The World of Music Series (Chicago: Ginn and Company)

Jones and Barbour: "The Cow," *Child-Land in Song and Rhythm* (New York: Arthur P. Schmidt Company, 1913)

A MODERNISTIC LADY



By YVONNE ALTMANN

Materials needed to make this modernistic lady are: colored construction paper, two tinker-toy sticks, three tinker toys, scissors, and a stapler—or you might prefer that your pupils use paste or Scotch tape instead of staples.

The body of the lady is made from the tinker toys as we have shown in the illustration above. Have the children dress the modernistic lady in two harmonizing colors such as a purple skirt and hat and a yellow apron.

The clothes are stapled or pasted on the lady. Then, with Scotch tape, the bottom of the body is fastened to the skirt. This is done with the round tinker toy that is on the back of the skirt.

RULES TO REMEMBER

By GAIL BROOK BURKET

MEALTIME CLEANLINESS

When we are called,
We take our places
With shining hands
And sparkling faces.



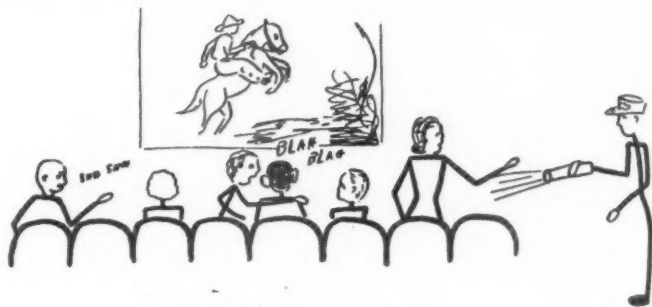
PLACES IN LINE

When we must wait in line, we keep
Our places and do not crowd.
We know that pushing to the front
Is something not allowed.



WE USE OUR HANDKERCHIEFS

We always keep our handkerchiefs
Where there's no chance to lose them
And when we have to cough or sneeze,
We never fail to use them.



WE ARE QUIET AT SHOWS

We are quiet at a show.
Any one with sense
Knows that noise spoils all the fun
For the audience.

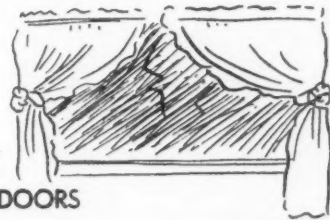
TELEPHONE MANNERS

The telephone is wonderful
If we will use it well.
But calls too long and often
Make friends dislike its bell.



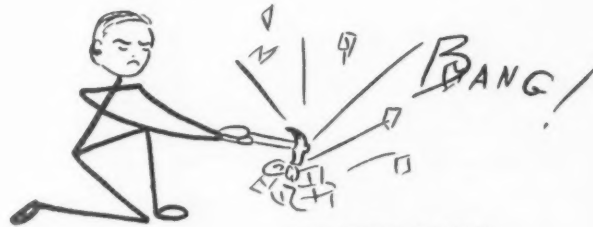
WE ARE QUIET INDOORS

We play indoors
Without a din
When stormy weather
Keeps us in.



BOOK AND TOY CARE

Trust us with toys and books!
We handle them with care.
For we take pride in keeping things
Without a break or tear.



PUT TOYS AWAY

When we have finished playing
We put our toys away;
Then they are neat and ready
For fun another day.



SCIENCE ACTIVITIES

HEAT ENERGY AND HOW WE USE IT

By GEORGE C. MCGINNIS
PRINCIPAL, THOUSAND OAKS SCHOOL
BERKELEY, CALIFORNIA

"I just haven't any energy today."

Have you ever heard anyone say that? Well, they are wrong, because whether we feel like it or not, we have great amounts of energy which we are using all of the time.

There are many kinds of energy, but the one kind that we know more about than any of the others is heat energy. What is heat energy? It's not quite so easy to describe as you might think, but let's try it anyway.

Everything on this earth is made up of very tiny particles which we call molecules. They are so small that an ordinary high-powered microscope couldn't begin to find them for you. Why, even the glass in the lenses of the microscope is made up of molecules. There are probably billions of molecules in even the tiniest sliver of glass. Now these molecules are moving all of the time. They don't move far in solid things like glass or wood or iron, they do move farther in liquids like water, and even farther in gases like air or steam.

These molecules move fast or slow, depending on the amount of energy they have. If they are heated they will move faster and faster as the temperature rises, or if they are cooled (or heat energy is taken away) they will move more slowly. When these molecules begin to move faster, they hit other molecules harder and bounce off. This makes the molecules move farther apart. It is just as though a lot of boys were standing close together and suddenly, at a signal, they all began hitting each other. Can't you see how they would begin to move farther apart?

Let's think of a liquid like water or milk and see what happens when we heat it. Did you ever see Mother take the baby's bottle from the refrigerator and set it in a pan of water on the stove to warm it? Perhaps she would forget it sometimes and it would get so warm that the milk would begin to run over the top of the bottle. What happened? The molecules in the milk be-

gan to push one another farther and farther apart as they became warmer (or received more heat energy) and the milk took up more room (or increased its volume).

Sometimes when vegetables are cooking on the stove and the pot is covered, you can see the cover rise and fall and steam can be seen coming out. This only happens when the water is boiling. When a liquid is heated to its boiling temperature, it changes to a gas, or in the case of water, to steam. When this gas is formed, it means that the molecules are moving so fast that they no longer stay in the form of a liquid. One quart of water, if heated so that it all forms steam, would make 1,700 quarts of steam. This means that the molecules are much farther apart, doesn't it? Of course, they are moving much faster and striking each other much harder in order to push themselves so far apart. This movement of the molecules we may call heat energy. As we take away heat energy the molecules move more slowly and if we were able to remove all the heat energy, the molecules would not move at all. This is supposed to take place at a temperature called absolute zero.

When you think of all the energy that is used every day in the many automobiles, airplanes, and other machines that we use, as well as in our bodies, you may wonder how we are able to get so much energy. It all comes from the sun. The sun is the original source of all energy, whether we get it from coal, oil, electricity, or directly from it by radiation.

Probably the most important thing about energy to us is how we use it. The steam engine is one of the earliest machines which used heat energy to make it go. Nearly 2,000 years ago, just before the birth of Christ, a scientist named Hero invented the first known steam engine. It worked on the same principle that operates our steam turbines and jet propulsion motors today. Water was heated in a boiler and the

steam that rose from it passed into a hollow ball. There were two jets on opposite sides of the ball and turned at right angles to it. As the steam came out of these jets it forced the ball to turn around on its axis. James Watt invented the first condensing steam engine in 1769. This was the beginning of the use of steam for power in the United States.

Have you noticed the cracks which are left between the rails of a railroad or street-car track? They were laid that way on purpose. During the day, when the sun is shining on the rails, they become very hot and at night they cool off again, radiating their heat to the air. When the rails are heated, they expand and become longer. If there were no spaces between the ends of the rails, they would push against each other and buckle or bend out of shape. These spaces are called expansion joints. Perhaps you have seen large loops in pipe lines that are used to carry oil. They serve the same purpose, because as the pipe heats during the day, the expansion is taken up in these loops and prevents the pipe from buckling during the day and from pulling itself apart at night. In the Golden Gate Bridge in San Francisco, there are great fingers of steel that slip between one another so that the heat of the day and the cold of the night will not cause this magnificent bridge to buckle.

Even on concrete highways you have seen strips of black tar that run across the road. These, too, are expansion joints. The tar can be compressed or pushed together during the day and it will stretch out again at night.

On the opposite page you will find some interesting experiments that will show you the very things we have been reading about. Try these experiments and see if you can explain just what is happening and why it happens that way. These experiments are easy to do if you follow the directions carefully, and in addition, they are lots of fun!

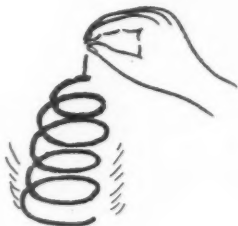
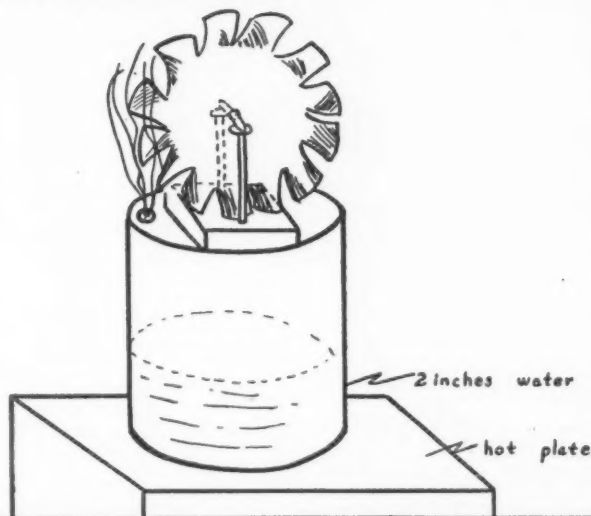
EXPERIMENTS

A SIMPLE STEAM TURBINE

In performing this experiment, it is best to use an empty milk can for the boiler. Make sure that there are no holes in the bottom of the can and there is just one hole in the top. The hole at the top should be about as big around as a match. Fill the can through this hole until there are about two inches of water inside.

The turbine is made from another can top which has been cut and which has a nail soldered through the center to make an axle. The vanes are cut with tin snips and then bent into position with pliers. Bearings may be made from nails by heating and flattening the heads and using a center punch to make a hole for the bearing. The two nails are then set in a wood block.

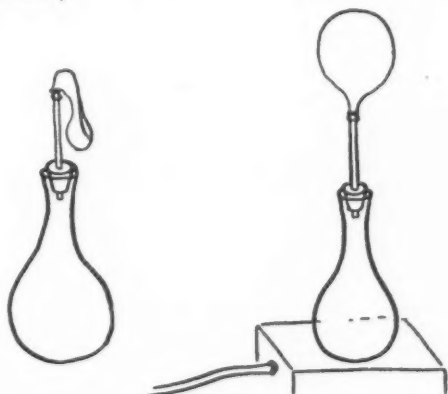
After this is done place the can over a gas flame or an electric hot plate. When the water boils, place the turbine wheel over the jet of steam. CAUTION: To prevent it from burning, remove the paper from the can.



AN AIR WHEEL

To make this air wheel first of all cut the spiral from a piece of writing paper. Cut a circle first and then cut the spiral from the outside in as we have shown in the illustration.

Fasten a piece of fine thread to the center of the spiral. Then hold it over an electric plate or a hot radiator. It should turn quite easily.



THE MAGIC BALLOON

As we have shown in the illustration above, tie the balloon over the glass tubing. This can be done with a rubber band. Be sure that it is air tight or the experiment will not work.

Then, heat the flask on an electric plate and inflate the balloon. What happens? Why does this occur?



single hole rubber stopper



heat

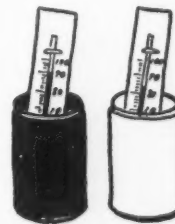
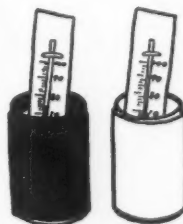


cool

A WATER THERMOMETER

First of all, fill the flask with water and then add a small amount of ink in order to color the water. Fit the piece of glass tubing and stopper into the flask as we have shown.

Then, hold the flask in your hand and heat it very gently in order that you may see the water rise in the tube. Cool the flask and then see what happens to the water.



HOW TO KEEP COOL IN THE SUN

Place a piece of dull, black paper around one glass and around the other place a piece of shiny, white paper. Fill them both with water and then take the temperature of each. Next, stand the glasses in the sun for thirty minutes and then take the temperature of each one again. There should be a difference. Can you tell what causes this difference between the two glasses' temperature?

MEASURING DEVICES FOR A STORE ACTIVITY

FOR THE PRIMARY GRADES

Measuring is an important arithmetic concept but one which can cause difficulty when tackled by small children. During a store activity, however, measuring of all sorts can be made an integral part of the experience. In this unit, we shall not attempt to go into the details of the construction of the store, the approach to the activity, and the like; we shall confine ourselves to a consideration of the part measuring can play in the study.

KINDS OF MEASURING

Answering the questions of "how much," "how long," "how far," and the like, is serious business but in an activity of this kind all such questions arise and the opportunity is there not only to make clear the specific problem but to clarify the larger issue of which it is a part. The measures of distance (which includes height), of time (the clock and the calendar), of quantity (liquid, dry), of mass (weight), and of money can be outlined when the children want to know how to use a ruler, when are the store hours, how much milk, potatoes, etc., are to be sold, how much certain things weigh, and how much things are to cost. Instead of confining the replies to the specific problem the teacher may enlarge upon the situation to include general learnings in the subject.

SIMPLE METHODS OF PRESENTATION

Telling Time—the Clock and the Calendar

All the children will want to have a part in the running of the store. But clerks have regular hours and must appear on time. The opportunity, the motivation, the desire to learn to tell time—all are there. Of course the store activity cannot go on indefinitely and it will take some time to erect. Therefore, a date must be set for the opening of the store. The children will want to know how many days remain before the opening and how many days are left for the activity to continue. When this opportunity is present, it is a much better plan to teach reading of the calendar than to mark the dates on it

and have the children go through the complicated mechanism of counting on their fingers and the like.

There are several available devices for teaching children to tell time. Every teacher of primary grades has evolved methods which work well with her class. However, since repetition is of the essence in this learning process, frequent allusions to the clock should be made. "What time is it?" and "How long will it be before . . ." should be constantly used.

With respect to the calendar, children are aware of the names of the days of the week. They know that there is no school on Saturday, that they go to church on Sunday. The positions of these days on the calendar can be the starting point. Again, repetition is necessary. "What day is today?" should be a frequent question. The children should learn first to point out its position on the calendar and then follow it down to find the date. In keeping a class record of the activity, dating should be done. Also, the children might make signs such as "Friday, January 10, special sale," etc.

Measures of Distance—Height and Length

The actual building of the store will necessitate using a ruler or a yardstick. And, with the little children it will probably not be necessary to go into details about the larger measurements except to point out that miles (which register on the meters of automobiles with which children are familiar) constitute a great number of feet. Of course, if the store corner is to be a variety store, the children will become familiar with yard measures for ribbon and the like.

As a final note on the correlation of height and distance, the children might inspect the combination scales and height measure in the nurse's office and note the similarity between the measuring device and their rulers and yardsticks.

Measures of Quantity

Here again the store activity provides

the opportunity for introducing liquid and dry measures. Children are familiar with quarts of milk but in a store they will sell pints of cream, gallons of vinegar, and so on. We do not recommend going into quantities less than one-half pint and more than one gallon. Some measuring cups used in the kitchen give half-pint, pint and quart indications. These might be used effectively to show the relationships. (If they are used, the children should not be permitted to become confused by the "cup" indications usually also included.)

Quarts of fruit (strawberries and the like) and bushels of grain, potatoes, etc., are familiar to children, especially farm children. If baskets of various sizes (quarts, pecks, half bushels, etc.) are brought into the classroom for the store the children will see the difference in size and from there it is just a step to learning the sequence.

Measures of Mass—Weight

Of course weight is very important to children since their own weights are watched carefully. Again, the school scales and the type of scales used for home weighing of foods should be compared. The children will note the dial of the home scales and compare it with the recording device of the school scales. If the home scales can be left in the classroom for the duration of the store activity the children may have practical experience in weighing.

If (by chance) a truck should deliver coal to a home near by the children might be told that it represents many pounds like those they have been weighing. In this learning process, pounds, half pounds, and the fact of ounces should be included.

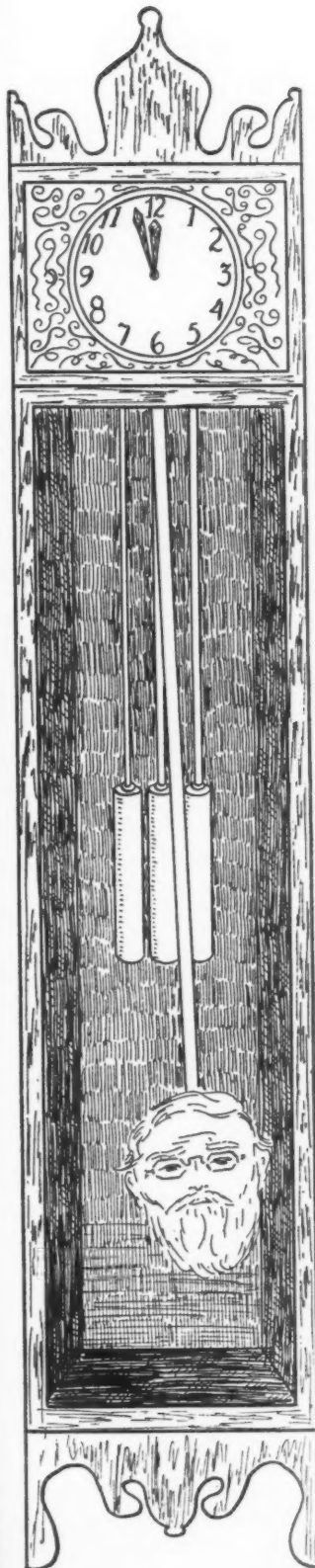
Money

The appearance of the different coins should be studied so that no mistakes in making change will be made. Making play money is important. For practice in learning the values of coins it might be well to use real money in a display:

(Continued on page 42)

SONG OF THE HOURS

By BERNARD I. FOREMAN



All day long the grandfather's clock
Sings a steady tickety-tock.
Seconds and minutes spread out their wings
And fly away to do many things.
After them follow the hours and days,
For time is a thing that nothing stays.



One o'clock, two o'clock start of the morn,
Telling the world a new day is born.
Three o'clock, four o'clock silently sweep
Down on a world that is still fast asleep.
Five o'clock, six o'clock brings us the dawn,
Brightening up the dew-covered lawn.



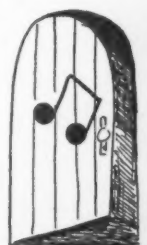
Seven and eight o'clock watch children rise,
For breakfast is done and the sun's in the skies.
Nine o'clock, ten o'clock follow the rule
That older children should now be in school
Eleven and twelve o'clock bring noontime lunch,
With milk and good food and apples to munch.



One o'clock, two o'clock. It's afternoon.
Another fine schoolday will be over soon.
Three o'clock, four o'clock are in full sway,
While youngsters are busy at lessons or play.
Five o'clock, six o'clock make days complete.
Now supper is ready, and children must eat.



Seven and eight o'clock watch us retire,
With stories at bedtime for those who desire.
Eleven and twelve o'clock—midnight once more—
And twenty-four hours have flown through the door.



MEASURING SEATWORK

19	JANUARY						47
S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

THERE ARE..... DAYS IN JANUARY.

THERE ARE..... TUESDAYS.

THERE ARE..... FRIDAYS.

JANUARY 17 IS ON.....

JANUARY 1 IS ON.....



THERE ARE..... HOURS IN EACH DAY.

THE HANDS OF THE CLOCK TELL THE.....
AND THE.....

THE BIG HAND TELLS THE.....

THE LITTLE HAND TELLS THE.....

THE HANDS OF THIS CLOCK TELL THAT IT IS
..... O'CLOCK.



A YARDSTICK SHOWS..... INCHES.

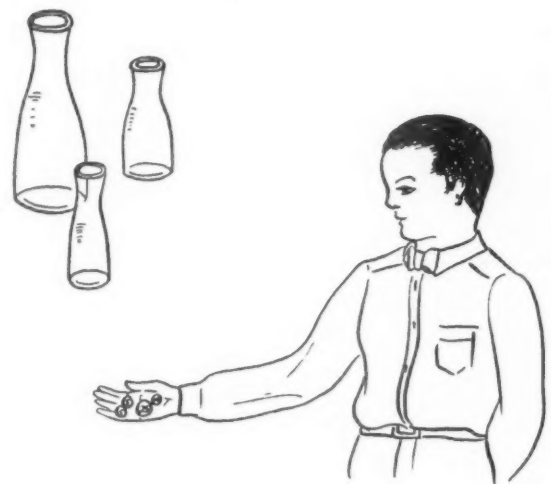
..... MAKE A YARD.

THIS LITTLE CHILD IS..... TALL.

ARE YOU TALLER OR SHORTER?

HOW MANY INCHES ARE IN A FOOT?

HOW MANY FEET ARE IN A YARD?



MILK COMES IN QUART BOTTLES.

IS THERE A QUART BOTTLE ON THIS PAGE?

HOW MANY PINTS MAKE ONE QUART?

FIVE PENNIES MAKE ONE NICKEL.

HOW MANY NICKELS MAKE ONE DIME?

HOW MANY NICKELS AND HOW MANY DIMES
MAKE ONE QUARTER?

BRAIDED BELTS

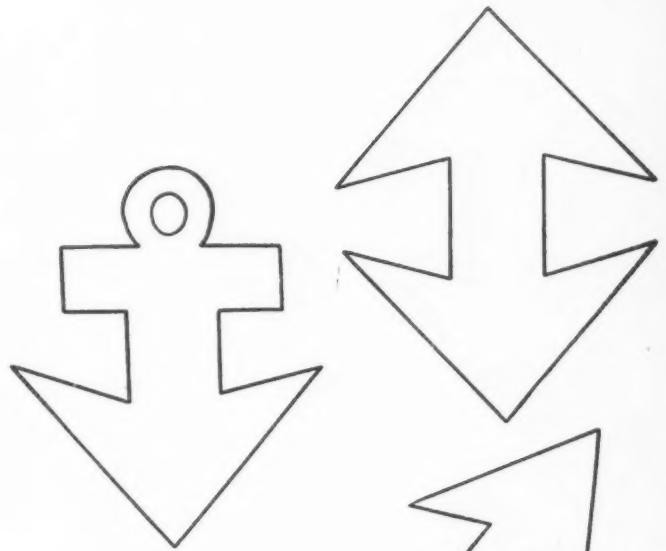
By ELMER LEE

THREE-BRAID BELT

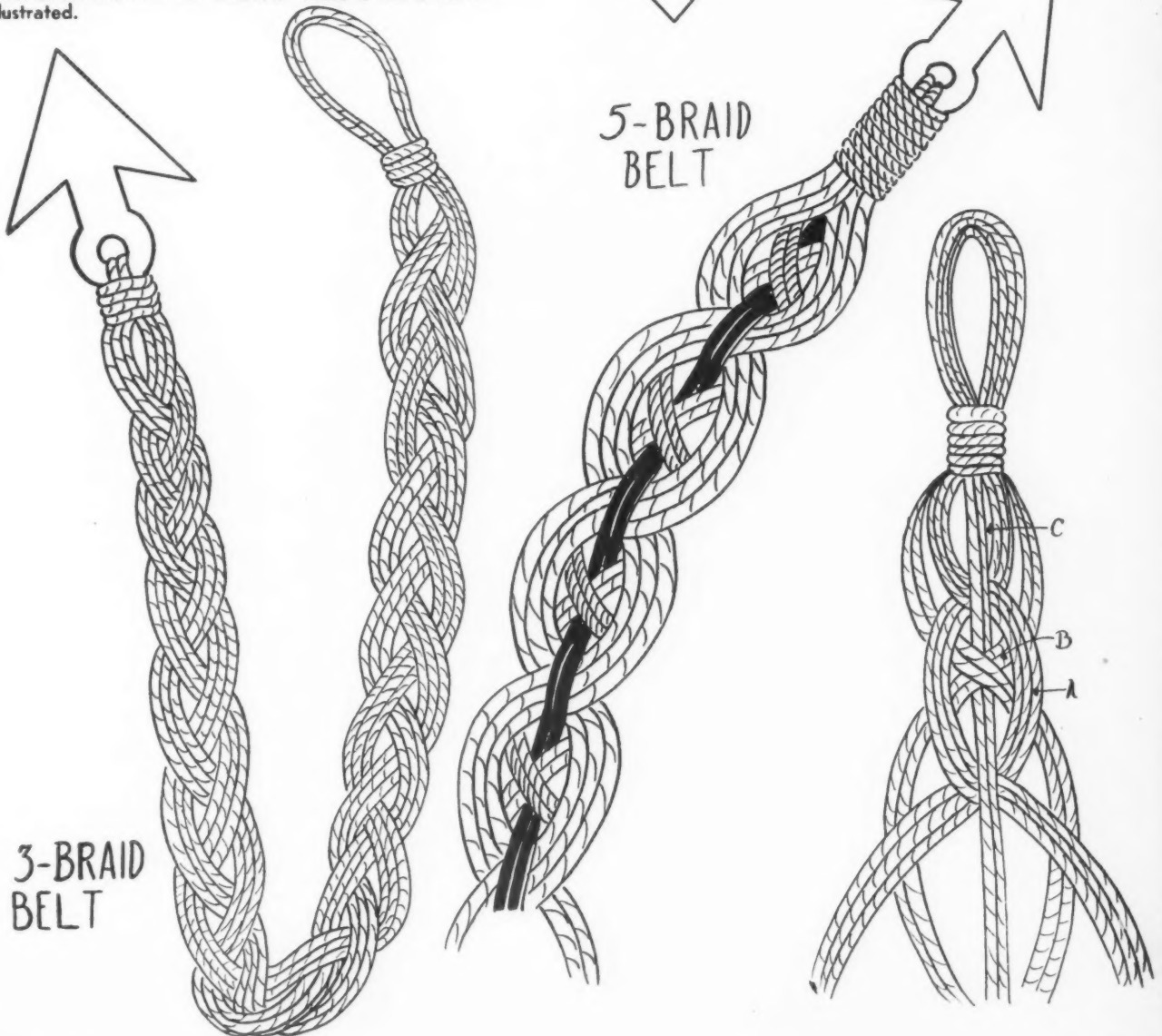
To make this belt nine strands of Seine cord are used. Cut the strands 6" longer than your waist measurement, allowing one longer strand at each end for attaching the buckle on one end and making a loop on the other end for fastening the buckle. Separate the nine strands into three groups of three strands each and then make a flat braid of the desired length, allowing for buckle (see illustration).

FIVE-BRAID BELT

Twelve strands of Seine cord are used for this belt. Cut the strands to waist measurement plus 6". Use 6 strands for "A," four for "B," and two for "C." Allow one or more longer strands at each end for attaching buckle on one end and making loop on the other. After loop is made, separate the strands so that two "C" strands are in the center. The four "B" strands are separated (two on each side). These strands cross over the two "C" strands. The six "A" strands are separated (three on each side). These go over the "B" strands and cross under the two "C" strands. Make a flat braid as illustrated.



5-BRAID BELT



3-BRAID BELT

A STORY ABOUT SIMPLE SIMON

FOR LISTENING AND ART CORRELATION

"Hey, Simple Simon. What have you got? What's in your hands?"

All the boys and girls in the neighborhood came running out of doors when they saw Simple Simon coming down the street. He was a tall boy whose yellow hair was almost never combed neatly. Sometimes his socks were wrinkled and his coat torn. But the boys and girls didn't think about such things, as you will soon find out.

When Simple Simon heard the children calling him, he stopped and looked around.

(Pause here for sketching.)

"Hi, fellows—and girls," he said. "Want to see what I found in the pond?"

"Oh, yes, let's see," they said.

So Simple Simon showed them a small bottle.

"But there isn't anything in it but dirty water," Tommy Tucker complained.

"Oh, yes there is," said Polly. "See those little specks? They look as though they're swimming."

"Are they swimming, Simple Simon?" "What are they?" "What will you do with them?" The children would have asked more questions if, just at that minute, Simple Simon had not looked up to see someone else coming down the street.

(Pause here for sketching.)

"Be off, children," the someone said. "Don't you know better than to bother Simple Simon. Run along now."

Simple Simon started to say, "They aren't bothering me," but then he saw the pieman coming toward him. Simple Simon was very fond of pies. He forgot the children. He forgot the important someone who had chased the children away. He dashed up to the pieman.

"I'll have an apple pie," said Simple Simon putting the bottle into his left hand and holding out his right hand to receive the pie.

The pieman looked Simple Simon over carefully.

"Oh, no, you don't, my lad. Not until I have the money for the pie," said he.

All at once Simple Simon remembered! Money! He didn't have any! In

his excitement of finding the swimming things in the bottle and in his concern about the important someone chasing the children away he had completely forgotten about the money he would need for a pie. His face became redder and redder and his hair looked yellower and yellower by contrast. Simple Simon hung his head.

(Pause here for sketching.)

"Sorry," said the pieman seeing how Simple Simon felt. "Next time remember to bring some money."

"Yes, sir," mumbled Simple Simon and he started to walk away.

When the important someone had chased the children away, they ran to the corner. They peeked around a store and saw what was happening. Now was their chance to come back and look at the bottle again. They watched Simple Simon come down the street. When he got to the corner the children jumped out and shouted, "Surprise! Here we are again. Tell us about what's in the bottle."

(Pause here for sketching.)

Simple Simon smiled. He forgot about the important someone. He forgot about the pieman.

"Look very closely at the water in the bottle," he said. "See those tiny swimming things?"

"What are they? What are they?" asked the children.

"I guess you call them tadpoles," said Simple Simon. "They'll grow up to be frogs!"

"Frogs," said Polly. "They don't look even like baby frogs now."

"But they are. Those are what baby frogs look like. You keep them in water and by and by they change. They get front legs then back legs then they lose their tails. Then they look like big frogs except that they are smaller. Then you must give them something to jump on, like a board or such."

"Where do you find them?" asked Tommy.

"Oh, almost anywhere that there's water."

Just then the owner of the store came out.

(Pause here for sketching.)

"Simple Simon, get those children away from the front of my store. You're blocking the doorway," he said.

"Come on, kids, come to my house and I'll show you my frogs-in-the-making."

So they all followed Simple Simon to his house. They saw his tadpoles. They saw his little frogs. They saw a pail of water on the back porch.

"Oh, let's go fishing for tadpoles in this," Polly said.

"Well, I don't think you'll catch any tadpoles but you might catch a whale," laughed Simple Simon.

But while no one was looking he put his new tadpoles in the pail and then watched as the children fished for them.

(Pause here for sketching.)

"See, you're wrong," they said, "there are *too* tadpoles in the pail."

"What's that?" said Simple Simon. "Oh, yes, tadpoles in the pail."

But he was already thinking of something else. As a matter of fact, a saucy blue jay had perched on the branch of a tree next to the back porch. It was watching the children fish and Simon was watching the bird. He scarcely heard the squeals of delight whenever one of the children managed to catch a tadpole.

"Now, I wonder," Simon said to himself. "It seems to me that I've heard tell that a little salt on the tail will make a bird easier to catch."

So saying, Simple Simon dashed into the house for the salt shaker. The jay was still there when he returned. Simple Simon sprinkled salt on the bird's tail but the bird flew away.

(Pause here for sketching.)

"Well," said Simple Simon, "I guess the blue jay is better off being free. But I only wanted to learn more about him. Oh, well."

So Simple Simon rejoined the boys and girls watching his tadpoles. He showed them the other creatures of the woods and streams which he had collected. And he decided that whatever else he did, he would *not* try to catch birds.

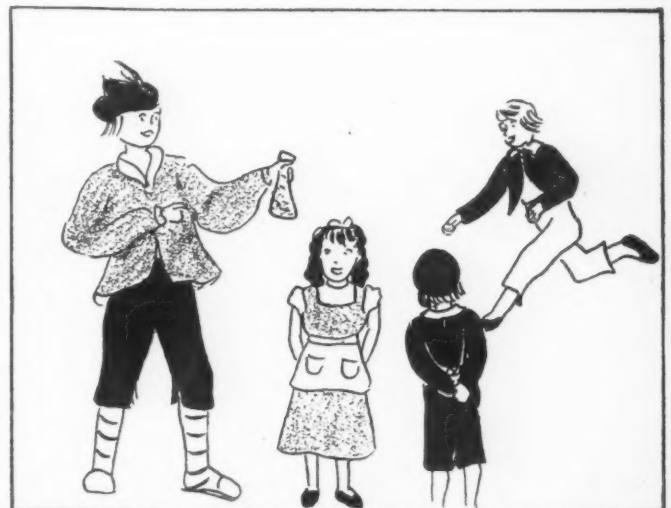
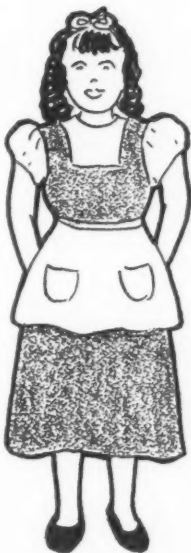
SIMPLE SIMON POSTER PROJECT



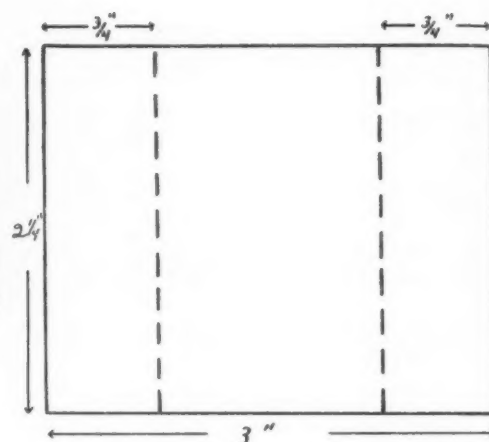
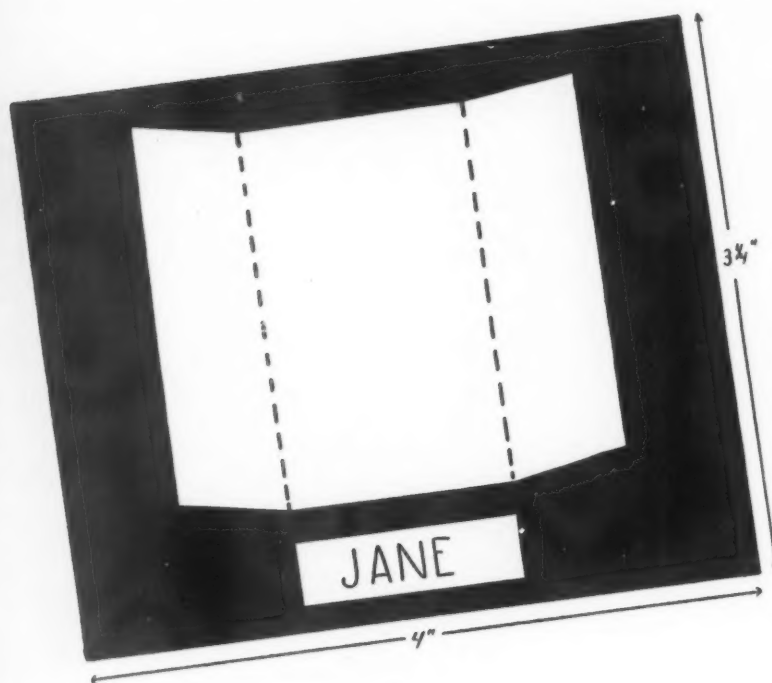
Posters of the Simple Simon story (see opposite page) provide the opportunity for additional art correlations in the reading program. We have shown here some Simple Simon figures and a suggested background for the poster. Of course, these are only suggestions and at all times the children should be encouraged to adapt some of their original sketches made during the reading of the story to make their posters.

This poster idea and the suggested figures may also be utilized as material for a notebook cover if children want to make a notebook containing all of their original sketches of the story of Simple Simon.

In the actual making of the poster the figures may be either sketched and then traced on the poster, or they may be sketched and then cut out and pasted on the poster. The latter idea makes it simpler for the children to consider the artistic arrangement of the figures on the poster since the figures may be assembled many times before they are pasted down.

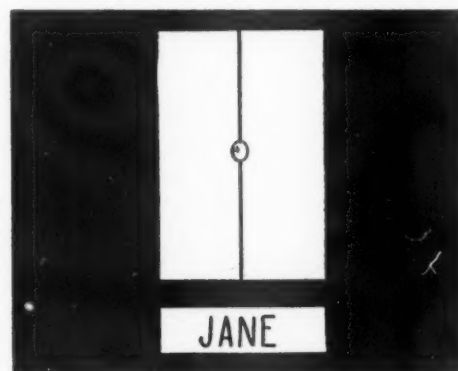


OPEN DOORS TO HEALTH



DOORS OPEN

DOORS CLOSED



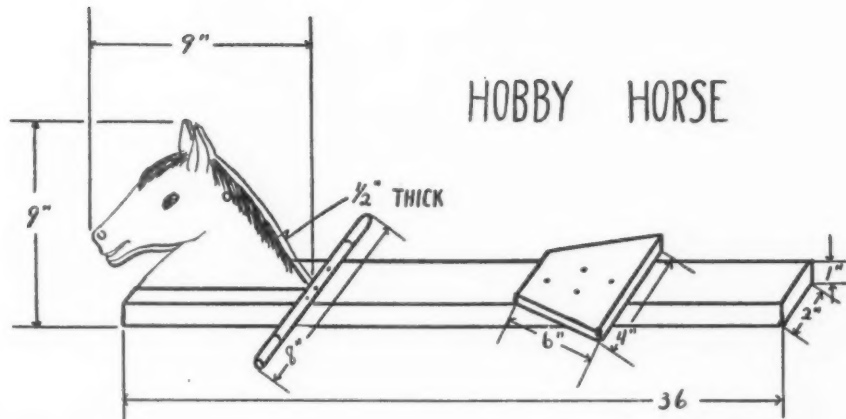
By BIRDIE GRAY

The object of this project was to stimulate interest in health and in our daily health inspection. Those who passed the health inspection for the day were allowed to open the doors of their charts, but conversely, those who did not pass, had to keep the doors of their charts closed.

Each pupil chose two sheets of construction paper in harmonizing shades. One sheet, which was the frame for the chart, was cut 4" wide and 3 3/4" high. The second sheet, which made the doors of the chart, was cut 3" wide and 2 1/4" high. Then this second sheet was folded toward the center 3/4" from each end. Paste was spread over the back of it—not on the folded ends, however—and it was pasted on the frame sheet. A picture representing the child (these pictures may be either cut from magazines or drawn by the children) was pasted inside the doors, and the name of the child was lettered on a scrap of the door sheet paper and pasted below. The doors were held together by a thumbtack.

ACTIVITIES IN WOOD

TOYS



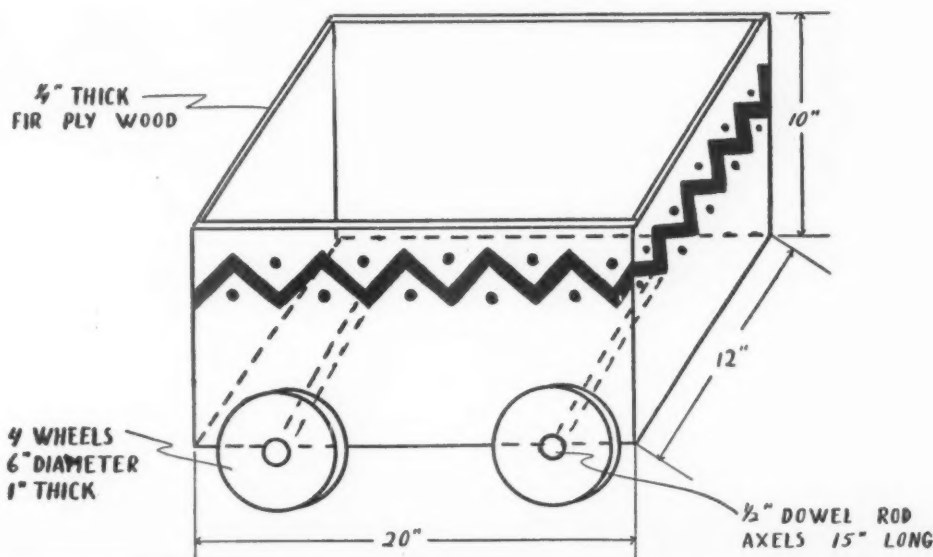
By JEROME LEAVITT

PROJECT 1—HOBBY HORSE. A piece of 1" wood, 2" wide and 36" long is used for the body. 8" cut from a broom stick makes the handle. The seat is of 1/2" wood, 6" long, 4" wide at the back and 2" wide at the front. The head is drawn on paper, cut out, trace on a piece of 1/2" plywood, 9" x 9". A 1/2" slot is cut into the body so that the head may be set in. After this fits snugly, glue and nail in place. Next nail the handle on the body just in back of the head. Nail the seat on the body about 20" from the front end. Sandpaper smooth and give a coat of white paint. Then, paint the horse whatever color is desired.

PROJECT 2—TOY BOX ON WHEELS. To make the box use 1/2" five ply fir. Make the two sides 20" long and 10" wide; the two ends 12" long and 10" wide. Nail the side on the ends. Next, make a bottom 19" long, 12" wide, and nail in place.

Secure two 1/2" dowels, 15" long for the axles and screw them in place. Drill holes through the dowels before fastening them in place. Cut four circular wheels 6" in diameter from 1" stock. Drill a 1/2" hole through the center of each. Put a metal washer between the wheels and the box and another one on the outside of the wheels. Then, drive a finishing nail through the dowel to keep the wheels from coming off. Sandpaper and paint as desired.

TOY BOX ON WHEELS



LEARNING ABOUT OREGON

A STUDY FOR INTERMEDIATE GRADES

By PAULETTE SLOAN

The story of Oregon makes an exciting chapter in the turbulent history of the West. For many years explorers of five nations—Spain, England, Russia, France, and the United States—sought a route through the forbidding mountainous coast of Oregon. They were searching for the fabled "River of the West" which was said to flow through the great coastal barrier into the river of the sundown sea.

But it was not until 1792 that Captain Robert Gray, a Boston skipper looking for furs, found the passage. Gray named it the Columbia River, and it was through his discovery that the United States was able to establish a claim to the whole territory drained by the Columbia's waters.

Soon land explorations began to follow. Lewis and Clark led the way and after them came the fur traders and trappers both English and American, competing for the control of the great river which drains an area of 259,000 square miles and provides the only sea-level passage through the Cascade Range to the Pacific Ocean.

It was about 1843 that settlers in any great number began to brave the perils of the famous Oregon Trail. From Missouri, the starting point of the trail, it was a 2,000-mile trek to the lush Willamette Valley. The settlers had to cross dangerous country to reach their goal—danger from Indians, bad weather, the treacherous rivers which they had to ford, the perilous mountain passages, lack of food, and so on. But even these did not discourage them and they continued the settlement of the rich and beautiful country.

Ever since the War of 1812 there had been trouble between England and the United States over the boundaries of Oregon. Both Spain and Russia had given up whatever claims they had asserted. In 1818 an agreement of "joint occupation" was reached between England and the United States, and for 30 years Americans and English lived by this agreement in the Oregon territory.

The English Hudson's Bay Company had a practical monopoly of the Ore-

gon trade. It was one of this company's representatives, Dr. John McLoughlin, who is known as the "Father of Oregon." McLoughlin was vice-regent of the region about Ft. Vancouver and chief factor of the post there. Although loyal to the Hudson's Bay Company's interests, he was generous and helpful to the American settlers and after Oregon became a part of the United States, he himself became a citizen.

Settlers continued to pour into Oregon. There were several reasons for this: the panic of 1837 in which many fortunes had been lost motivated some; the opportunity for free holdings (this was the 1850 "Donation Land Act" by which settlers in the Oregon territory could secure large land tracts without cost) influenced many; the wonderful climate, the promise of rich harvest, and the thrill of adventure lured others to the West.

The famous campaign slogan of the Democratic Party in 1844, "Fifty-four forty or fight," voiced the demand of the Americans that the question of just who owned the Oregon territory be settled once and for all. A treaty in 1846 fixed the boundary between Oregon and the British possessions at its present position. As it was then, the territory consisted of the present states of: Oregon, Washington, Idaho, parts of Montana and Wyoming. This area was reduced in 1853 by the creation of the Territory of Washington.

Oregon was admitted as a state February 14, 1859. However, relaying this information from Washington to Oregon required 31 days. The news was flashed by telegraph from Washington to St. Louis, Missouri in time to catch the Great Overland Mail which left St. Louis on February 14. Pony-express riders carried the message to San Francisco in 24 days. From there the skipper of a steamer which was bound for the Columbia River took the news on. The ship docked at Oregon City on March 16.

The discovery of gold, the encouragement of agricultural development due to the need to feed the increased popu-

lation, and the opening of railroad connections with the rest of the United States all made the settlement of Oregon more rapid than it would have been under ordinary circumstances.

Oregon today abounds in not only its original scenic beauty but it is also rich in industry and agricultural enterprises. The 100-mile navigation of the Columbia River brings the ocean liners to the very doorstep of a rich and productive area, and also to the center of the state's industries at Portland. Huge amounts of grain, wool, lumber, and fruits pour into this terminal of trade.

Dairying, lumbering, and fishing are the principal coastal industries and the markets are centered in such cities as Astoria, Marshfield and North Bend, which are twin cities on Coos Bay.

The Willamette Valley which extends south of Portland for 150 miles between the ranges of the Cascade and Coast Mountains is a fertile agricultural district. It is also the most densely populated part of Oregon, containing the larger cities such as Portland, Salem (the capital), Oregon City, and Albany.

From the northern boundary of Oregon to the summits of the Willamette Mountains is a section which is often referred to as the "Switzerland of Oregon." Here is Willamette Lake, of glacial origin, and mining, lumber, and farming are carried on. The areas lying between the Blue Mountains and the Cascade Range are principally concerned with growing wheat and raising stock.

The mountains of the Cascade range run vertically across the entire state. These beautiful mountains contain great snow peaks, some of them over 10,000 feet in elevation. Some of the most important of these peaks are Mount Hood, Mount Jefferson, the Three Sisters, and Mount McLoughlin. Crater Lake, which is in the southern Cascades, is one of the most beautiful of Oregon's array of scenic wonders. It is the result of a volcanic eruption. Clear, spring water filled a great crater, forming the lake which is 6,000 feet above sea level, five miles across, and 2,000 feet deep.

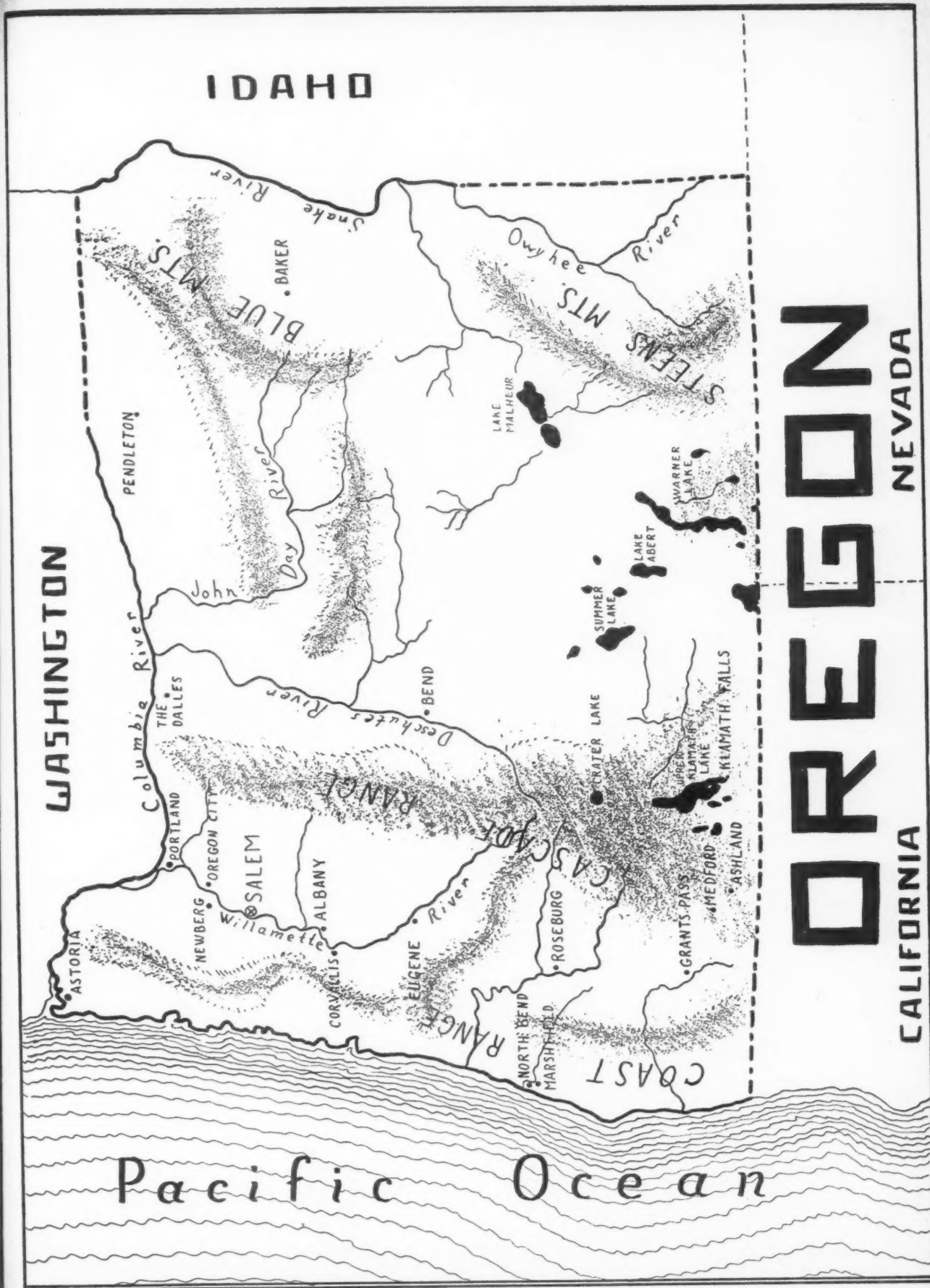
(Continued on page 42)

con-
nited
regon
a un-

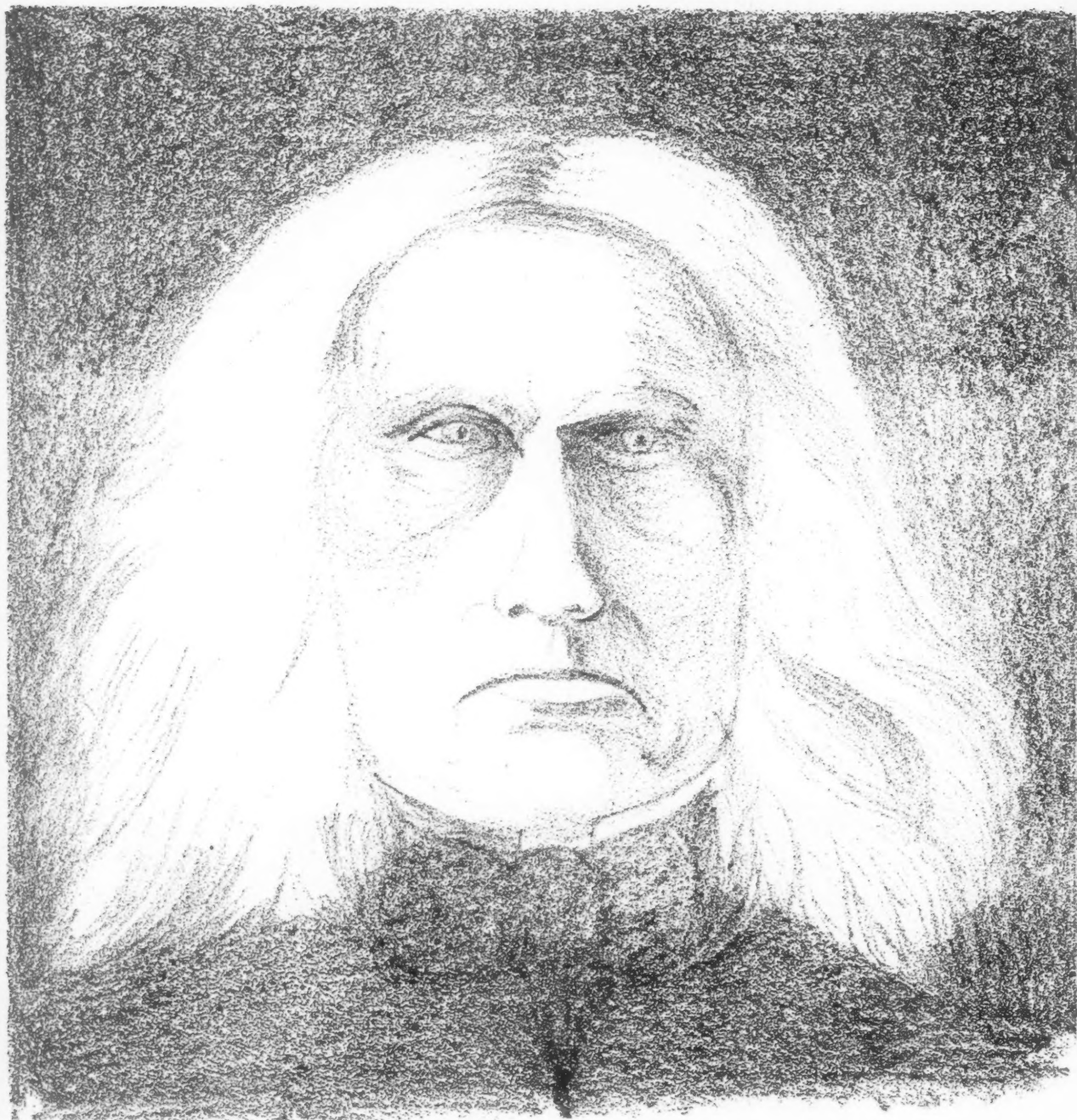
ly its
rich
inter-
of the
iners
pro-
per of
Huge
and
rade.
g are
d the
es as
Bend,
y.

tends
ween
Coast
dis-
popu-
the
alem
pany.
Ore-
llowa
often
Ore-
acial
farm-
g be-
Cas-
erned
ock.
ange
state.
great
0,000
t im-
lood,
and
which
ne of
ay of
a vol-
water
lake
l, five

ITIES



JOHN McLOUGHLIN



Dr. John McLoughlin is known today as "The Father of Oregon." It is a well-deserved title for the man who was one of the greatest forces in making a comparatively peaceful settlement of the Oregon Territory, and who contributed in no less measure to making the land prosperous.

Dr. McLoughlin was born October 19, 1784 at Parish La Riviere du Loup, Canada. He was educated in Canada and Scotland. He began work for the Northwestern Company which became a part of Hudson's Bay Company.

When the Hudson's Bay Company sent him to Oregon he went first to Fort George (Astoria) but he soon saw that a key trading and supply post should be made on up the Columbia. Filling this need he founded Fort Vancouver

and made the district one of the most profitable parts of North America for the Hudson's Bay Company.

A man of courage, absolute loyalty to his company, and yet kind and fair, he ruled firmly but with justice over the turbulent and wild Oregon region. There were no Indian wars while he was in charge at Fort Vancouver from 1824 to 1846.

After the settlement of the dispute between the United States and England over who owned the territory, Dr. McLoughlin resigned from the Hudson's Bay Company and became an United States citizen. However, due to petty jealousies and hates among some of the very people he had helped he was swindled and cheated and his name maligned. He died September 3, 1857.

FOLLOW THE SIGNS

A STORY

By MILDRED LAWRENCE

Everybody said to Sammy, "Don't forget," but Sammy always forgot just the same.

His mother said, "Sammy, don't forget your lunch bucket."

His Aunt Helen said, "Sammy, don't forget your overshoes."

His big brother Bill said, "Sammy, don't forget your nickel for ice cream."

There was even a signboard on the way to school that said in big letters, "Don't forget . . ." Sammy was sure that the signboard was trying to remind him of something, too, but the bus always turned the corner just before it came close enough to the signboard for Sammy to read the smaller letters underneath.

Even at school the teacher had to remind him.

"Do your arithmetic, Sammy," she said.

When it was time to go home one rainy day Sammy forgot to take his empty lunch bucket and his overshoes. When he got home his mother and his Aunt Helen were packing suitcases.

"We're going to Cousin Mary's wedding," said Mother.

"We're going to stay three days," said Aunt Helen.

"You'll have to hurry to make the 5:15," said Bill.

"But who'll take care of me?" asked Sammy.

What he really meant was: "Who will remind me about my lunch bucket and my overshoes and my nickel?" but his mother only said, "Mrs. Spurling will come over to cook the meals and to stay nights."

"And remind me of things" Sammy said to himself.

"Here are the nickels for the ice cream," his mother said.

Sammy put his nickels on the bookcase and Bill put his in his pocket. Mother and Aunt Helen kissed the boys goodby and in five minutes they were gone.

"Where's your lunch bucket?" Mrs. Spurling asked Sammy the next morning. "You'll have to carry a paper sack which is too bad because I made potato soup to put in your thermos bottle

and now there isn't any thermos bottle to put it in."

Mrs. Spurling put some stuffed eggs in Sammy's lunch to make up for the soup. He got on the bus feeling very cheerful both because of the stuffed eggs and because he had on his new shoes which he was supposed to save for best.

Instead of Miss Myers, there was a substitute teacher at school. When Sammy was supposed to be doing arithmetic, he sat watching some birds outside.

"Where are your problems, Sammy?" the teacher asked.

Sammy just looked blank. "Miss Myers always reminds me," he mumbled.

The teacher wrote a big zero after his name. At recess he decided to buy an ice cream bar to cheer himself up. But he had forgotten his money.

"Lend me a nickel?" he asked Bill.

"I spent all my money." Bill swallowed the last bite of his own ice cream bar. "I bought a notebook."

Sammy went away, scuffing his feet, but by noon he had forgotten all his troubles.

"Let's eat in the woods," he yelled, grabbing his lunch bucket which was setting on the cloakroom shelf. There was nothing inside but one crust from yesterday's sandwich. Sammy's lunch was in the paper bag at home.

"Why didn't somebody remind me?" Sammy muttered, hurrying off to beg some of Bill's lunch.

Bill was very busy hunting leaves for the nature class.

"I ate my lunch long ago," he said.

"All of it?" Sammy sighed.

"Certainly, all of it," said Bill.

Sammy got a big drink of water to try to fill himself up, but he kept thinking of the stuffed eggs. To help himself forget how hungry he was, he organized a sliding contest down the schoolyard hill at recess. It had begun to rain and the hill was very muddy and very slippery. Sammy won the contest, but he was still hungry.

All the way home he kept thinking about his lunch at home on the kitchen table. He did not notice at first that the bus was going home a different way,

past the sign that said, "Don't forget . . ." Sammy pressed his nose against the window to read the words. They said, "Don't forget . . . Follow the Signs to Every-Eat Restaurant."

"Is that all?" said Sammy.

He rushed straight for the kitchen when he got off the bus. "Where's my lunch?" he yelled.

"Oh that," Mrs. Spurling said. "I gave it to the dog. Why, your feet are soaking! Where are your overshoes?"

"I forgot them," Sammy said.

Then he looked down at his feet. He had also forgotten that he had on his new shoes. They were muddy and scratched and looked nearly as bad as his old ones. He remembered what his mother had said when she bought the new shoes.

"Now, don't forget, no more shoes until after Christmas, so be careful."

"Oh," moaned Sammy, "what a terrible day!"

He ate his supper without saying a word. He was thinking very hard. After supper he went up to his room and closed the door.

When he came down to breakfast the next morning he was wearing a cardboard sign around his neck. In big letters it said, "Don't forget lunch."

"You aren't going to wear that to school are you?" asked Bill.

"Not this one," Sammy grinned, picking up his lunch and taking off the placard. Under the first sign was another reading, "Don't forget nickel."

All day long Sammy watched his signs: "Do arithmetic problems," "Don't forget lunch bucket," "Take overshoes home."

"Well, Sammy," said Mrs. Spurling when he came in the front door after school. "I see you remembered everything."

Sammy thought over his day. He had had a good lunch, with ice cream at recess; he had had a good grade in arithmetic; his feet were dry; and, best of all, he had done it all by himself, with maybe a little help from the signboard that said, "Don't forget . . ."

"It wasn't hard," said Sammy. "I just followed the signs."

TEACHING MUSIC IN THE GRADES

THE VOICE OF AMERICA

By LOUISE B. W. WOEPPEL
ASSISTANT PROFESSOR OF MUSIC
DANA COLLEGE
BLAIR, NEBRASKA

This historical pageant for upper grades takes, as given here, an hour and a quarter to perform. No costumes are required but surplices or robes add to the unifying effect. No staging is required, however, a background of draped bunting may be used. If accompaniments such as guitar or tom-tom are used, the children should sit in front of the group while performing. The narrator should sit in the foreground at one side; the piano and accompanist balance him on the opposite side. The parentheses in the narrator's speeches indicate the cues for the pianist. These soft notes give the singing chorus their pitches.

The chorus and the speech choir should be seated *before* the introduction. To preserve the continuity of the program, the audience should be requested not to applaud until the conclusion of the entire program.

INTRODUCTION: Piano solo, "America."

NARRATOR:

America is more than fertile valleys and silver streams;

It is more than towering mountains;
It is more than whirring machines and white ribbon pavements.

It is the thoughts and the ideas of its people;

It is the actions of its citizens;

It is the voice of its inhabitants.

Clear and rising as a ringing gong,
Anxious and angry as an alarm bell,
Patient and peaceful as an angelus;
Whatever the instrument it utilizes,
Wherever its sound is heard,
Whoever expresses the thought or ideal:
The voice of America is resounding.

Echoing from distant mountains,
Carried far by murmuring waters,
Taught by friendly and loyal people,
The history of America is recorded in her voices.

CHORIC SPEECH: "I Hear America Singing," by Walt Whitman

NARRATOR:

When the prairies of the Midwest were grasslands,

And the Christmas trees remained in the forests;

When the Rockies slept in lonely splendor:

(The patient squaws sang to the bronze papooses,

And the warriors chanted to their gods for crops.)

GIRLS' CHORUS: "Wium" by Lieurence. *Accompanied. Sheet music. First hum the melody, then sing one stanza. Accompanied by a humming chorus, one person may sing the second stanza.*

BOYS' CHORIC SPEECH: "Navajo Corn Planting Song." *Use a tom-tom as accompaniment.*

NARRATOR:

So lived the first Americans

Whose voices are resounding today.

But their ownership was threatened

By the stern-faced men from Europe,

Whose white-winged ships dropped anchor

Along the barren Eastern coast.

(Listen! Through the distant years,
Faint from the progress of time,
We hear their songs of courage;
The Pilgrim hymns of conviction.)

CHORUS: "Old Hundred." *One stanza, unaccompanied.*

CHORIC SPEECH: "Psalm XXIII," The Bible.

NARRATOR:

Through the years their swelling anthem
Repeats its rhythm in our hearts.

Not time nor change can silence

These choristers of long ago.

The brave and ambitious people
Who settled the Eastern seaboard
Found justice and freedom worth seeking

And scorned to submit to tyranny . . .

When British leaders were ruthless,

Cruel and greedy for plunder,

The sturdy sons of America

Lifted their voices and muskets to answer,

And learned, overnight, arts of battle.

CHORIC SPEECH: "Paul Revere's Ride" by Longfellow. *Cut the original so that the narrative and mood are stressed.*

NARRATOR:

Yes, they learned much from the English:

How to laugh at their own weakness, for instance,

(And the sound of that rollicking laughter

United the courageous patriots.)

BOYS' CHORUS OF UNCHANGED VOICES: "Yankee Doodle." *Four stanzas, accompanied.*

NARRATOR:

When Washington became the leader
Of a straggling, impoverished people,
He received the gift of their homage
And earned the bright gold of devotion.
(Hear then, this song in his honor,
A token of friendship and love.)

BOYS' CHORUS OF CHANGED VOICES: "A Toast to Washington."

Two stanzas, accompanied.

NARRATOR:

Creating a perfect document

Is a wish that no man has fulfilled,

But the statesmen who penned the Constitution

Found words whose meaning is famous.

CHORIC SPEECH: "Preamble to the Constitution of the United States."

NARRATOR:

Americans have always liked action,

And the call of the sea is in them.

(When the country needed food and equipment,

The sailors clambered aboard the clipper ships

And sang above wind and wave.)

BOYS' CHORUS: "Blow the Man Down." *Unaccompanied.*

NARRATOR:

Other men sought the untracked backwoods,

Trappers and hunters, then settlers;

(Where the men went, women followed,

To make homes and bind up wounds;

To contribute the cheer and the comfort

That made homes out of primitive cabins.)

GIRLS' CHORUS: "Clar the Kitchen." *Unaccompanied.*

NARRATOR:

When Britain again proved a foe man,
America once again showed her spirit,

And proved the right to her honor

As a young and trustworthy nation.

The conflict was soon a memory,
But the song it inspired is deathless;
Beloved by all later people
Who call America "Home."
CHORUS: "The Star-Spangled Banner."
Three stanzas, accompanied.

NARRATOR:
When the clamor of conflict had subsided
The countries forged links of friendship
Agreeing to live as co-workers
Within the family of nations.
CHORIC SPEECH: "Peace Hymn for
England and America," by Hunting-
don. *The poem may be used in a cut
version.*

NARRATOR:
The citizens prospered with the decades
And bought new lands to govern.
But some men still suffered oppression
And labored in unequal toil.
(But these black men found refuge in
music
And poured out their sorrow to heaven.)

CHORUS: "Go Down, Moses."
NARRATOR:
Again Americans raised their voices
In defense of helpless humanity;
Of souls, whatever their creed,
Of bodies, whatever their color.
(In the North, a flaming prophet
And voiced the compassion of all people
Who know their duties to others.)
CHORUS: "Battle Hymn of the Repub-
lic." *Two stanzas, accompanied.*

NARRATOR:
At the helm of the nation
A sad-faced leader gave orders,
But found, in his heart, such sorrow,
That none but a Lincoln could utter it.
SPEECH SOLO: Lincoln's "Gettysburg
Address."

NARRATOR:
When he was brutally murdered
The citizens arose in protest
Expressing the rage and sorrow
Of a country deprived of its hero.
CHORIC SPEECH: "O Captain! My
Captain!" by Walt Whitman.

NARRATOR:
When the voices of the rifles were
hushed
Americans again turned their eyes west-
ward;
(The adventurous men of the country
Roamed as cowboys over the range.)
BOYS' CHORUS: "Chisholm Trail."
*Five stanzas, accompanied by gui-
tar.*

NARRATOR:
The clatter of the lonely rangers' horses
Grew fainter as prairie schooners fol-
lowed;
(And the people behind the frontiers
Found time to gather in singing school.)

GIRLS' CHORUS: "Beautiful Dream-
er," by Stephen Foster. *Two stanzas,
accompanied.*

NARRATOR:
(At length the towering Rockies
Played host to Eastern tourists
Who found, in the jagged skyline,
An eloquent finger of God.)
CHORUS: "America the Beautiful."
Two stanzas, accompanied.

NARRATOR:
With developing national spirit
The creative artists arose;
Making beauty to share with others,
Drawn from the country around them.
MUSICAL SOLO: *Preferably instru-
mental, this number should be the
composition of an American com-
poser born in the latter part of the
XIXth century. Victor Herbert, Mac-
Dowell, Nevin, Sousa, or others
would be suitable. The soloist should
announce his own number and its
composer.*

NARRATOR:
After the sphere of the century
Once more had swung on its axis,
New voices were raised in music
Inspired by the love of America.
(The navy adopted a song as its own
That rings in our ears today.)
BOYS' CHORUS: "Anchors Aweigh"
by Zimmerman. *Accompanied.*

NARRATOR:
Even midwestern [or regional] prairies
Found spokesmen among the artists;
Authors, painters, musicians,
Who knew and loved the grassland [or
forest: mountains, seacoast].

MUSICAL SOLO: *Preferably instru-
mental, this number should be a
product of a person born in the XXth
century in the region or locality. The
narrator's lines may be changed as
needed.*

NARRATOR:
Down in the deep New South and up
North,
Sons of the slaves produced their own
leaders;
Men and women, whose voices
Add rich tones to the chorus of our
country.

MUSICAL SOLO: *This may be one of
Dett's piano numbers or a vocal num-
ber written by some other XXth
century Negro writer. If a vocal number,
sing accompanied to stress the mod-
ern note. The soloist should announce
his own number as before.*

NARRATOR:
But peaceful pursuits were halted,
When war clouds gathered in Europe,
And peace-loving, American people
Prayed for the souls of all mankind.
CHORIC SPEECH: "God, Give Us

Men," by Holland.
NARRATOR:
The men joined the fight of their kindred,
In thought and ideals related;
(The women and children at the firesides
Learned a song of courage and comfort
To sing when the day was darkest.)
CHORUS OF GIRLS AND UN-
CHANGED BOYS' VOICES: "Keep
the Home Fires Burning." *One stan-
za, accompanied.*

NARRATOR:
And when the fighting was halted
And the swords and bayonets unfastened,
The survivors spoke for their comrades
Whose voices were stilled forever.
CHORIC SPEECH: "In Flander's
Field," by McCrae.

NARRATOR:
The decades that followed were sad
ones;
Lightened by toil and bravery,
Brightened by the flame of patriotism
That burned eternally in our hearts.
(And Americans lifted their voices
To sing of the homeland they loved.)
CHORUS: "Here Comes the Flag," by
Cain. *Accompanied.*

NARRATOR:
The hearts of Americans were loyal,
They loved the land they called "home."
They saw in its very weaknesses
An opportunity to aid in its progress.
CHORIC SPEECH: "America For Me,"
by Van Dyck. *Omit the stanzas re-
ferring to European cities. If the
group is capable, this may be given
with musical background.*

NARRATOR:
Then, swiftly through the darkness
Of hate and malice and greed,
Came a blow one Sunday morning
That is still re-echoing.
The youth of America answered
This challenge, unbidden, unwanted;
With the courage of all Americans
Whatever their creed or color.
Whatever their rank or station.

The mighty voices of America
Roared their anger in volleys of thunder
From cannons, gigantic and deadly;
From swarming eagles of the air;
From ships and shores together.

The factories joined in the clamor,
The farmers added the hum of effort;
The men, the women, the children,
Pledged loyalty, service, obedience,
In a swelling chorus of patriots,
Who worked and battled against that
peril.
Who promised to struggle together,
Until freedom and honor were pro-
tected,

(Continued on page 47)



LAND SNAIL

FRESH WATER SNAIL



SNAILS

By I. DYER KUENSTLER

Land snails and certain kinds of water snails are called "belly-footed" because the under part of the snail's body flattens out into a large foot.

A snail's shell is his castle since it protects him from his enemies. The land snail leaves a slimy trail behind him as he crawls along searching for food. He is very destructive and eats a lot of vegetation. His queer eyes are at the ends of his long horns. If something startles him, in go his eyes. If the danger is near, the snail draws his head and tail into his shell and sometimes he even glues himself down to the ground.

The water snail's eyes are also on the ends of his horns, but as a rule he cannot draw them back into the long tubes. A small drab looking

fresh-water snail is useful in our aquariums for as it crawls about it eats the scum which forms on the sides of the glass.

Visit a pet shop and purchase two or three fresh-water snails and put them in your school's aquarium or in a goldfish bowl. Make drawings of them as they crawl up and down the sides of the glass.

SHELL DESIGNS

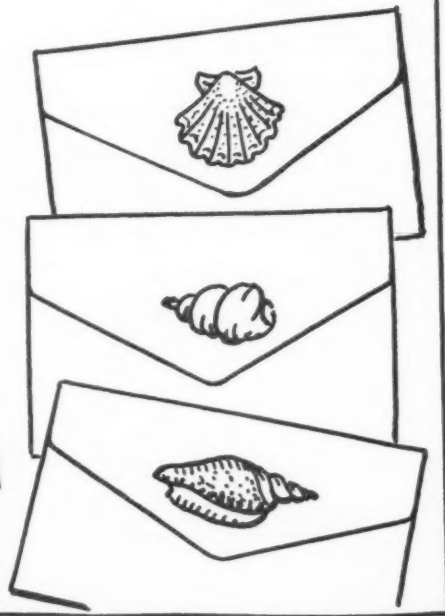
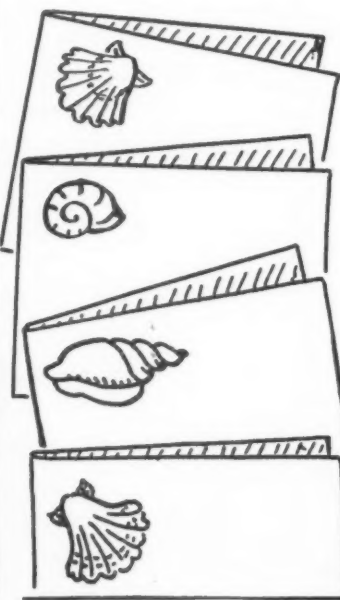
The shells of many sea snails are beautifully colored and shaped. If you have shells at home, take them to school and draw them. Then decorate several sheets of note paper and an equal number of envelopes with simple shell designs. If you

wish, they may be colored.

A NEW YEAR'S CALENDAR

Buy at the ten-cent store a small calendar pad about the size of the sketch. (In bygone years you could purchase five such pads for five cents.) Stick the pad on the bottom half of a sheet of heavy, colored paper and draw a shell design at the top.

If you possess a shell similar to the one in the sketch, you may attach it to the calendar instead of making a drawing. Thread a string through the card and slip it around the small part of the shell. Take the string through the card again and then tie firmly at the back.



Wishing Tree



WHIMSICALLY

MILDRED WADSWORTH

LIT - TLE CHIL - DREN, COME WITH ME STAND BE - NEATH THE WISH - ING TREE,

MAKE A RING, AND MARK IT WELL. WHAT ITS SECRETS, WHO CAN TELL?

CLOSE YOUR EYES, AND COUNT TO THREE, TURN A-ROUND QUITE GLEE - FUL - LY.

LOOK IN - TO THE SKY SO BLUE, THEN WORK TO MAKE YOUR DREAMS COME TRUE!

SURVEYING LOCAL POLITICAL UNITS

EDUCATION FOR CITIZENSHIP

By AMY SCHARF

INTRODUCTION

The matter of local political units is, to put it conservatively, involved. Divisions and sub-divisions, bureaus and committees, boards and commissions vary in almost every instance. Actually, all states have sub-divisions which are called counties, except for Louisiana where they are called parishes. There, however, uniformity in the matter ends and so begins the rusty screeching of the involved mechanisms of local political units.

This unit survey on local political mechanisms may be used, as it stands, as an introduction to the system in practice in the teacher's locality. It will serve as an over-all view of the systems which are used, their advantages and disadvantages. The teacher should be sure, however, that her class studies the system actually employed in their locality. Comparison of the local political units to those of other states, analysis of the functions of the units, and so on should bring about a great amount of enthusiasm for this study. Such enthusiasm is in this case especially desirable because it cannot be stressed too strongly that children *must* be stimulated to take interest and an active part in their government. They must learn to *think* about government and political affairs not be merely opinionated about them. There is no better introduction to such activity than the study of something close and meaningful—local political units.

The states are the local political units of the Federal government. The counties, the townships, the cities, the villages, and the special district corporations are the local political units of the state. The relationship between the states and the United States Government is federal, that is, there is a distinct apportionment of powers between what are two separate spheres. But the relationship between the state and its local political units is unitary, and that means

that all such units within the state owe their origin, organization, and continued legal existence to the state. The state, in other words, entrusts its duties to local units, whereas the duties of the state government are entirely separate from those of the federal government. The purpose then of these local units is twofold: (1) to serve as a unit of localized self-government (2) to serve as an administrative unit of the state. So comes the first of the local political units which is the county.

THE COUNTY

The primary purposes of dividing the state into counties are: (1) to enforce state laws (2) to levy and collect taxes (3) to maintain such local services as the public works, health, welfare, and so on. The services listed under (3) vary, of course, with different states.

The class should investigate the way that their own county is set up and the various departments and boards which function in it. The teacher, in order that all of the members of the class understand the county offices, may wish to make an outline on the blackboard. If the county commissioner is the head of the county government put his name at the top and underneath list the other officials and their subdivisions, including the sheriff, treasurer, county clerk, surveyor, assessor, prosecuting attorney, and superintendent of schools.

You will want to include in the study of the county the county court. In some cases this court is of general original jurisdiction but in others it is limited as to the amount in civil cases and to misdemeanors in criminal cases. Its functions and authority in the children's community should be understood and distinctions between this court, the justice of the peace, the city courts, and so on should be made clear.

THE TOWNSHIP

The township is the next subdivision

in local government. There is in many cases much overlapping of the county and township functions and recent trends toward the elimination of the township make it difficult to draw up specific instances of the function of the township. The idea of this division stems from the old New England type of town government. In the New England states the township, as such, is still the actual town. However from New Jersey to Oklahoma and the Dakotas the township is a slightly larger division. The township did not spread to the South and far West as it did to the Middle West and in many states its functions are negligible.

The chief administrator of the township government is in some states a committee or board, while in others it is the supervisor who also serves as the member of the township on the county board of supervisors.

The function of the township is of purely local character, although it sometimes serves as an agency of the county and the state. Highways and poor relief are usually the township's main concern, however, in some states the schools too are under its control.

In Indiana the township plays an important part as a local political unit and here the township trustee is the administrative head. He has charge of outdoor relief, the control of school property, employing teachers outside of the incorporated cities, preparation of the budget, and in some smaller townships he also acts as assessor.

In states such as New York, Illinois and Kansas the township board is made up of the trustee or supervisor, clerk, and justice of the peace. In Indiana it is made up of three elected citizens. The duties of this board are mostly financial.

Highways which are maintained by the township are in most cases the least important country roads since control of the more important ones has passed

into the hands of the county and the state.

The justice of the peace usually holds preliminary examinations of accused persons, admits prisoners to bail, and tries petty cases both civil and criminal.

THE CITY

The next form of local government which we consider is the city itself. There are three types of incorporated city government and they are: (1) mayor and council (2) commission (3) city manager. However, even in these there are differences and variations in the way they are administered and the powers which are accorded them. Therefore we must stress again that the teacher and her children study closely the type which is in office in their community.

Generally, in the mayor and council type of city government the mayor is the official head of the municipal government and he discharges judicial and administrative functions. He must be a resident and is elected from two to four years. He has the power to appoint council committees, to appoint and remove administrative officials, and to investigate the city departments. He also generally appoints the heads of administrative departments such as police, public works, health, poor relief, fire protection, and so on.

Although he is not a member of the council, the mayor tends to dominate the council through his power to recommend legislation and his limited vote, and general prestige. Also, since both the mayor and the council members are elected by the people they are likely to hold to similar political views and the majority be of the same party as the mayor. However, in cases where the mayor's authority of appointments is subject to approval by the council (sometimes called the weak-mayor and council plan) some embarrassing deadlocks may occur. Also, in such cases the mayor is responsible for administration but he is dependent upon the city council for appropriations. This also may cause confusion and bad effects on the city's government.

The recent trend in the mayor and council type of city rule has been to centralize more power in the mayor. This increases the efficiency of the administration and the mayor then stands or falls, figuratively speaking, on his own record.

The powers which are given the mayor and a common council are exercised by commissioners, usually five, sometimes three, in the commission type of city government. They are elected from two

to four years.

These men enact and enforce all ordinances, pass all appropriations, and supervise the spending of the money appropriated. The administrative duties are divided among the commissioners so that one has charge of public safety, another of streets and public improvements, another of accounts and finances, and so on. They are usually aided by a board of civil-service commissioners.

There are some serious objections to the commissioner plan of city government. Since the men are elected directly, political qualifications rather than technical training are the determining factor. Therefore, men who are amateurs become heads of technical departments. Also, the same group which appropriates money has the power to spend it.

However, one great good has been accomplished by the commissioner plan of government, and that is that it broke tradition—the mayor and council plan—and paved the way for the introduction of the city manager government for cities. This is by far the most efficient type of city government and it also eliminates the evils of undesirable political control apparent in the commission government.

At the beginning, the fundamental object of the city manager plan was to separate the legislative and executive branches of the city government and to put at the head of the executive branch an expert administrator. It is the same idea as is used in business when a board of directors of a corporation elects a director, an expert in the field, to run the corporation.

The city manager is responsible only to the council or commission which selects him and he is not in any case elected by the voters. His qualifications are not limited politically or residentially. In fact, this has become a new profession for men who care to become experts in the art of efficient city government administration.

In many states the duties of the city manager are prescribed by the state legislature. In such cases the city manager usually appoints all of the city officials except for the city clerk. These appointees are, of course, subject to civil service regulations. In other states the city board chooses the manager. This is really a modified form of the city manager plan and in such cases the powers of the city manager are not likely to be so great as they are when the state legislature prescribes them. The city manager is free from interference by the commission which appoints him. How-

ever, since he is appointed for an indefinite period and keeping his job, as does any job in business, depends upon how efficient he is, it is to his advantage to run things to the best of his ability.

Oftentimes in these two forms of city government—the commission and city manager—there is a mayor. He may be elected or chosen by the commission. However his duties are in such cases restricted to serving simply as the presiding officer of the commission and to acting as the ceremonial head of the municipality.

SUMMARY

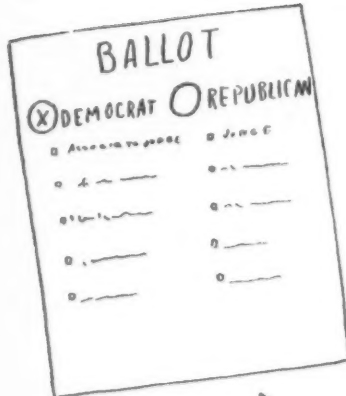
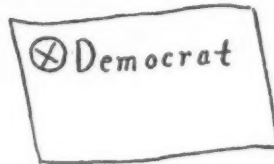
From this brief survey the children will be able to gather an idea of the principal local political units in use in the United States today preparing them for a detailed study of the system actually employed in their own community. Activities based on this study are diverse and offer opportunities for correlation with all the school subjects. Since local political units are complicated and duties and authorities overlap, it is best to keep either a class or individual notebooks of the study. In this way, students will have in orderly and accessible form the information which they gather about the political situation in their town and community.

Trips to the city hall and the court house will help them to clearly understand the functions of their local government. Mock elections and the setting up of a model county or township or city administration also makes clear the obligations and the discharging of these obligations.

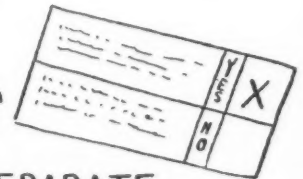
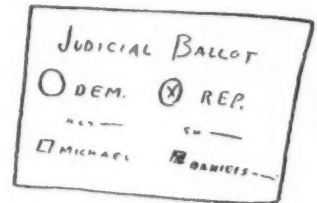
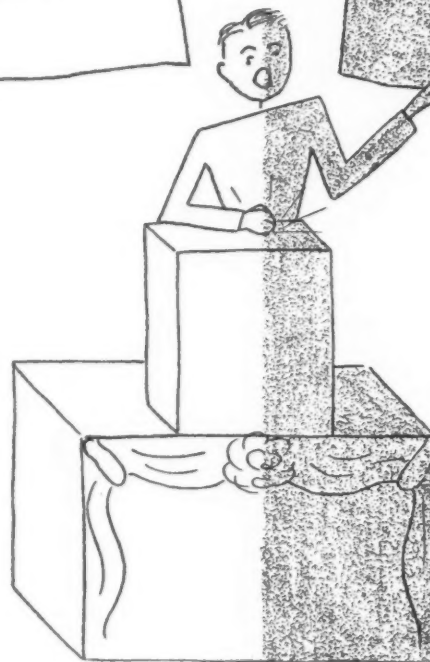
Most important of all is the fact that the children begin to see that *they* are the government. They are—or will be when they are of voting age—the people who put the officials in office. They are the people who can see to it that the administrations are run effectively, efficiently, and honestly for the good of all. From this realization of local political units it is a natural progression to that of state and national units and on to international relationships. Never before has there been such a need for the interest and intelligent thinking of every person about local, state, national, and international policies and politics. Let this unit serve as an introduction to political thinking on the part of every pupil. Unless we can impress our children with this need and their responsibility in filling it, not only our nation but our very world is imperiled.

Political Units

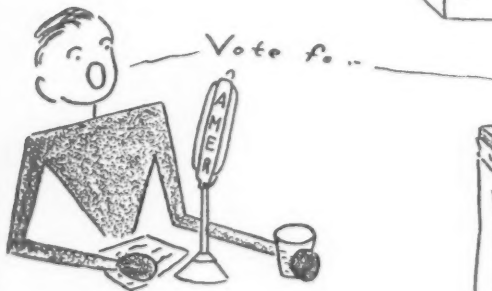
HOW WE VOTE



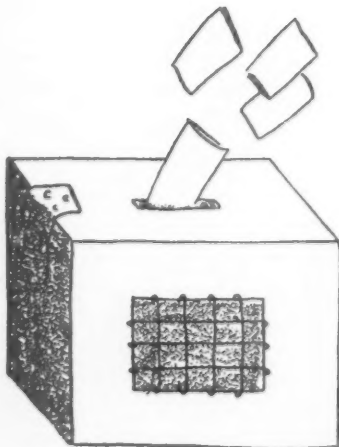
REGULAR
BALLOT



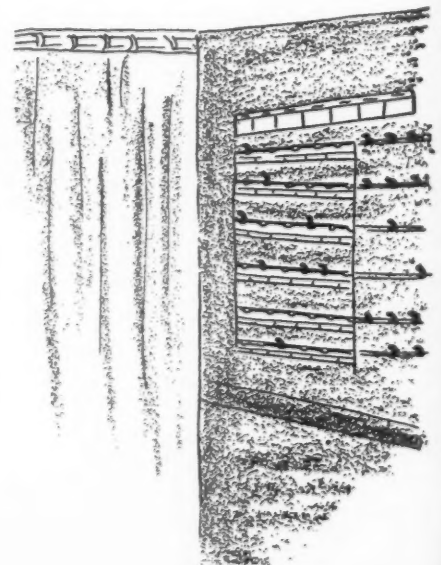
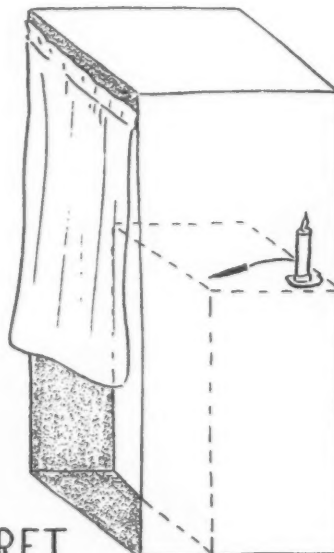
SEPARATE
BALLOTS



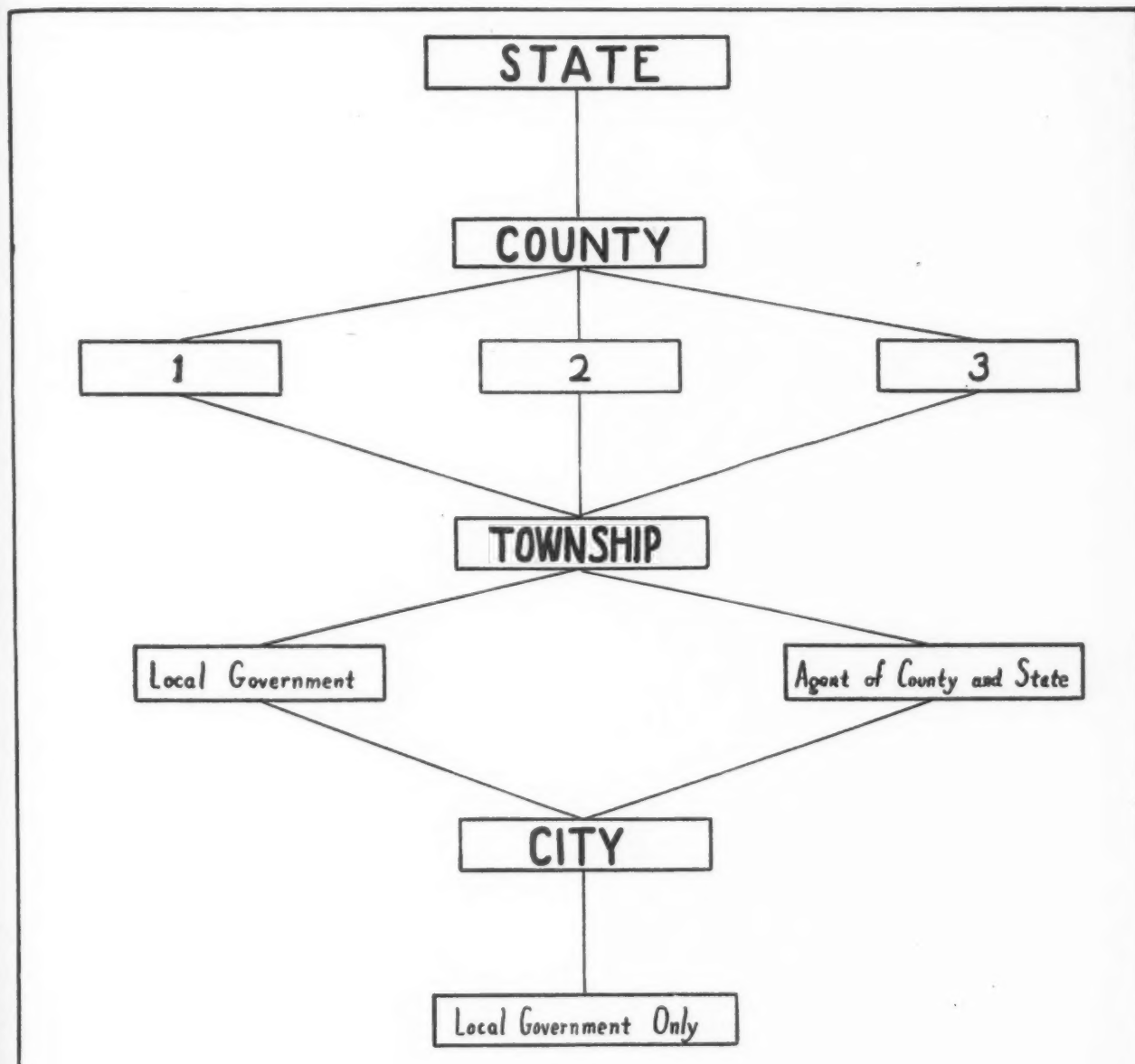
VOTING
MACHINE



SECRET
VOTING BOOTH
BALLOT BOX



LOCAL POLITICAL UNITS QUIZ



1. What is the difference in the relationship between the state government to the federal government and the local political units to the state government?

2. Local political units are based on the needs of the community. Since this is so, why is there such a difference in political units in the U. S.?

3. What are the three principal duties of the county?

4. Is the township increasing or diminishing as

a force in local government? Why?

5. What are the principal forms of city government?

6. Which of these is the most progressive?

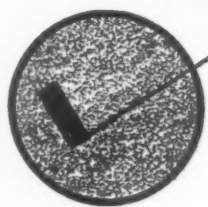
7. Which of these is the most efficient? Why?

8. What was the fundamental object of the city manager plan of government?

9. Since local political units are administered principally by elected officials, why is it the duty of every eligible citizen to vote?

CLEAN UP

WITH
HIM



Vote for
JOHN WHO

GAME

COUNTY

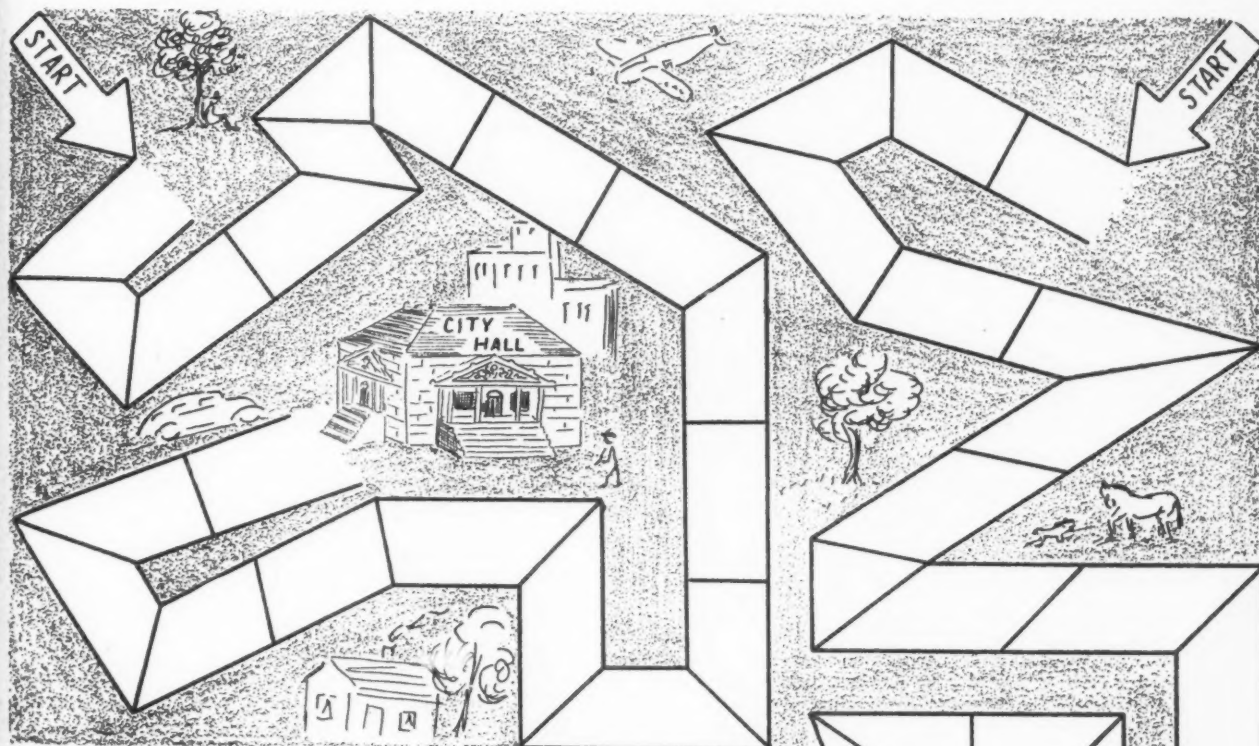
COUNTY COMMISSIONER

CITY

MAYOR

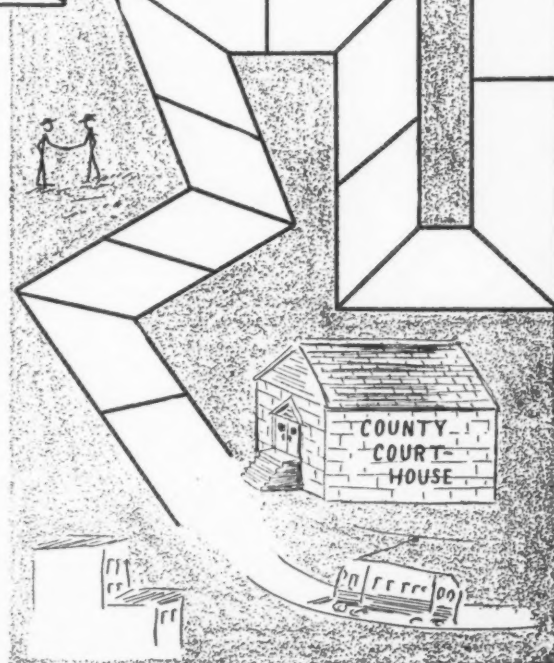
TOWNSHIP

TRUSTEE



Things to make: 36 cards (3" x 5"). Divide into 3 groups of 12 each. On each card in the first group letter COUNTY at top; on those of the second, CITY; on those of the third, TOWNSHIP. In the first group (COUNTY) the 12 cards are also labeled: county commissioner (three cards), sheriff, treasurer, attorney, surveyor, superintendent of schools, clerk, judge, auditor, recorder. In the second group (CITY) the 12 cards are labeled; mayor, commission, city manager, council, chief of police, judge, fire chief, superintendent of schools, attorney, park commissioner, water commissioner, clerk. In the third group (TOWNSHIP) the 12 cards are labeled: trustee (three cards), clerk, justice of the peace, constable (two cards), clerk of the school district, highway supervisor, assessor, treasurer, welfare supervisor. In each group the cards are numbered from 1 to 5, the 2 extra cards being numbered 1 and 2. Game board such as shown; counters for game board.

Each player is given 3 cards. He must choose whether he wishes to work toward the city hall (city cards) or toward the county court house (township and county cards). The number on the card chosen indicates how many spaces he may move. The counter is placed on that square and the card is discarded in front of the player. At his next turn, the player may either use one of his remaining 2 cards or discard one and draw from the pack. After the first 3 plays, the player may draw from the pack and use his card to play or (if it is the incorrect category) discard it and skip his turn. The first player to reach either the city hall or the county court house wins.



TEACHER'S CORNER

NEWS AND DISCUSSIONS OF INTEREST TO TEACHERS

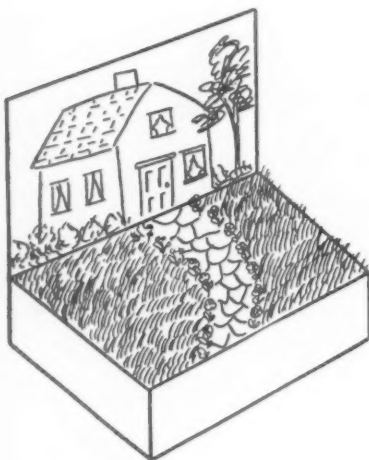
We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teacher's Corner, *Junior Arts and Activities*.

BRIGHTEN WINTER DAYS

As a cheering gift for children to make for a shut-in or something to relieve the drab monotony of winter weather and serve as a reminder of bright days ahead this little cottage flower box is excellent.

A small, wooden box with a hinged lid is the first requirement. A cigar box is just right. Next, a small can of paint is needed. Pale green or a rich cream color is best. Paint the outside of the box and then paint the inside of the lid.



After this is dry, paint a picture of a pretty cottage on the inside of the lid. If the children feel that they are not yet capable of painting well enough for such a picture, let them cut out one that will fit on the lid. Paste this on the inside of the lid and then give it a coat of shellac or varnish.

Let this dry thoroughly. Then, fill the box half full of fine garden loam. Moisten it and plant grass or clover seed. When the seed comes up, the cottage has a lawn, the effect of which is very pleasing.

Stand the box against a wall or window so that the lid stands upright. Or, you might want to brace the lid by tacking two or three strips of stiff cardboard or a light wood to the back of the lid and box.

—Blainie G. Goodman

PAPER BOX

The idea for this box is a wartime product, but it has proved so useful that we have adopted it as a permanent measure for conserving paper.

Whenever a pupil discards a notebook, all

of the pages which are blank on one side are put into a large cardboard box. The children also add scraps of construction and similar paper which we use in art class. I contribute circulars, form letters, and other such material to the contents.

We use this "waste" paper every day for little daily tests in arithmetic and spelling, making patterns, small decorations for art projects, and so on.

You will be surprised at the amount of paper which can be saved by this simple device.

—Birdie Gray

OUTSIDE READING INTEREST

To stimulate interest in outside reading in my fifth and sixth grade classes, I had my pupils dramatize scenes from books which they had not read.

I took the scenes from any part of the book—it might be the opening, or a scene three-fourths of the way through the book—just so it was an incident suitable for dramatization, and most books for that age group have many such incidents.

Sometimes it was necessary to give the pupils a brief idea of what the book was about, but I told them only enough for them to get the idea of the parts they were to play.

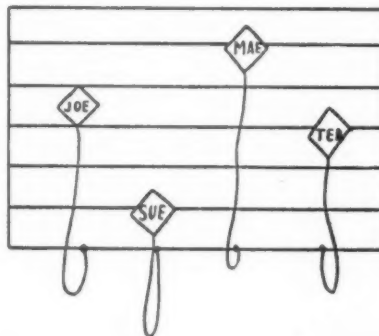
In this way the curiosity of the whole class was aroused about the book and outside reading was greatly improved.

—Catherine Marks

LET'S FLY HIGH

After the excitement of Christmas vacation, settling down into the regular routine of school work may prove difficult for the children. They are usually restless and grades are in danger of taking a downward plunge.

To combat this, I began a "Let's Fly High" chart. I told the children that we were going to be flying kites in our classroom. Then I had each child cut out for himself a small—about 3" x 2"—kite from colored construction paper. They lettered their names on the kites. On a horizontally lined chart which I



prepared, they thumbtacked their kites. Beginning at the bottom of the chart, each day the children may "fly" their kites one-half

space higher for good grades and one-half space higher for good conduct. (You may set your own standards for what you and your class think is fair as a good grade and what is good conduct.) Naturally, the point is to reach the top of the chart. However, one-half space lower is the toll for a day's poor work or bad conduct.

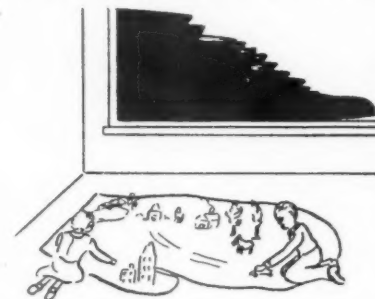
This game also encourages good attendance since the kite can't fly up higher if its owner is not in school.

—Viola McConaughy

MAPPING OUT A STUDY

If you have a large amount of unused floor space, this is a good way to utilize it.

Draw on the floor (chalk may be used to make the outline) a map of whatever country or state the class is studying. Mark on the map the important cities and centers of interest in that particular locality. Then, let



the children bring from home little toy automobiles, trucks, trains, and the like. They probably have these toys in abundance since they can be purchased at the ten-cent stores for only a few cents.

After these toys are collected, have the children carry on transportation projects from city to city. Or you might like to have the class plan out a trip to be taken through the state or country by student tourists.

In this way the children learn main routes, important cities, and products of the region about which they are studying.

—Roxie Martin

HOMEMADE DICTIONARIES

In my class vocabularies were greatly improved by the making of individual dictionaries. Each time the class came across a word which they did not know the meaning of, each pupil wrote it and the definition of the word on a slip of paper. This paper was then put into an envelope. At the end of a four week period the pupils took the words out of the envelopes, arranged them alphabetically, and then lettered them along with the definition, in small notebooks.

These notebooks can be very simple—sheets of 8½" x 11" paper cut in half and then folded and the sheets stapled together. Decorate the outside of the notebook with suitable designs.

Sometimes I collected the notebooks and compiled short vocabulary tests on the words.

—E. Lucile Knox



AUDIO- VISUAL AIDS

POSTERS IN THE CLASSROOM

Versatile — convenient — colorful: these three words cover almost the entire range of descriptive phrases applied to the poster in the classroom.

First, let's look at the versatility of the poster. What classroom situation is not benefited by its use? Whether one wants to impress upon the class the necessity for good conduct, greater love of reading, attendance at a school assembly, reminding parents of a P.T.A. meeting; or whether it is some subject under discussion (social studies, health, safety, geography, nature study, or what you will); the poster can serve the teacher well.

Next, the poster is certainly convenient. Many commercial houses distribute posters free to teachers requesting them. These posters cover a wide range of subjects and treatments. Of course, children love to make posters and the activity correlates art with the subject at hand in a most meaningful way.

It is not difficult, also, for the teacher to make posters for specific situations: to introduce a subject, to stimulate interest in an activity, to announce some special event, and the like. Here again no elaborate preparations and materials are necessary. Some pictures cut from color pages of magazines, construction paper, paste, scissors, pen and ink are all that is needed.

Of course, probably the most important thing about posters is that they are colorful. They attract the eye. This is important when it is the attention of younger children we wish to catch. But it is just as important with older children (and with adults!). Children will always make their posters colorful. In choosing posters or in making them the teacher must keep in mind that this quality is of the essence. It sometimes happens that posters for a specific subject—let us say a chart outlining the uses of iron—may not be in full color. If this chart has value, the teacher can compensate for its lack of color by sur-

rounding it with colorful pictures depicting various phases of the iron and steel industry.

This brings us to the subject of using posters in the classroom. The first thing we think of is the proper spot to place them, a spot where children can crowd eagerly to examine the details. The arrangement of the bulletin board or other display area is important. If the poster is the principal object to be observed, all other material should be placed in such a way that it does not detract from the main item. If more than one poster is on display at the same time (let us say a poster showing proper health habits used in connection with a unit and a poster telling children that there will be a movie in the auditorium on Thursday), each one should be different in color value so that each will stand out apart from the other. The more important poster might be larger or have pictures surrounding it. In this latter case, there should be plenty of blank space around the secondary poster. This will give it added prominence.

Some teachers favor the procedure of having a bulletin-board committee of children. If practicable (and it is practicable with intermediate-grade students almost always and with younger children sometimes), this committee should have complete charge and should hold meetings at which attractive arrangements of material are discussed. The committee should also be responsible for bringing in new posters and for collecting materials from which additional posters may be made. They might also be called upon to suggest poster projects to the class.

Finally, it remains a fact that pictures are a most effective teaching tool. Therefore, teachers should try to have posters for every unit and every major subject of the curriculum. When there is so much material available at so little cost and with so little trouble it seems a pity to neglect this most potent teaching device.

10th ANNIVERSARY OFFER

February, 1947 marks the 10th year of publication for *Junior Arts and Activities*, and in appreciation of the loyal support of old and new subscribers and teachers everywhere who have made this publication possible we are presenting one of the most unusual and valuable premium offers we have ever made!

This will be an opportunity of securing *Junior Arts and Activities* along with a premium value at an almost unbelievably low cost!

Watch *Junior Arts and Activities* next month for details about how you can take advantage of this amazing offer—with either a new subscription or an extension of your present subscription — to be made for a short time only.

Remember, our 10th anniversary offer will bring you value that you just can't afford to miss! Look for it in February, 1947, *Junior Arts and Activities*.

10th ANNIVERSARY ISSUE



FOLK DOLL PICTURES

20 in each set

Front and back views, printed on heavy paper in beautiful four-color process. An invaluable aid in social studies, geography, history, art, costume design.

DOLLS OF THE WORLD, SET 1

Alaska, Brazil, China, Czechoslovakia, England, France, Germany, Greece, Holland, Ireland, Italy, Jerusalem, Mexico, Norway, Philippines, Poland, Portugal, Scotland, Sweden, Wales.

DOLLY HOBBY, SET 2

Armenia, Africa, Bulgaria, Canada, Egypt, Estonia, Finland, Guatemala, Hawaii, Hungary, Japan, Mexico, Morocco, Romania, Serbia, Switzerland, Tuscarora Indian, U. S. (acorn boy), U. S. (cowboy), U. S. (hickory nut boy).

Price \$1.00

Per Set of 20 Dolls

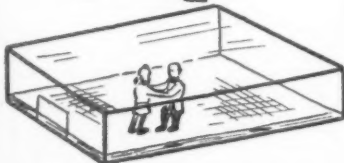
Send remittance with order.

MORGAN-DILLON & CO.

4616 N. Clark St.

Chicago 40, Ill.

DANCING DOLLS



Just run your hand lightly over the top of this specially treated cellophane box and you have dancing dolls! Yes, the clever little figures inside the box will amaze you with their antics and at the same time illustrate to your class an important science lesson—the working of static electricity.

Children will be enchanted by this brand new educational toy and adults, too, will be charmed by these sprightly dancers.

In the classroom this is a perpetual project combining science and art, for children can make their own figures to fit in this specially treated 5" x 6 1/2" x 2 3/4" box. Airplanes to fly during a transportation unit; dancing, tumbling clowns for the circus unit; hopping, jumping rabbits for the nature unit—you will find that almost every study will provide an art correlation adaptable to this project!

ONLY \$1.00

(Remittance must accompany all orders.)

MORGAN-DILLON & COMPANY

4616 N. CLARK ST.

CHICAGO 40, ILL.

OREGON

(Continued from page 26)

Southwestern Oregon is a rugged, forested area where mining, fruit raising (in the valleys between the peaks) and lumbering are important businesses.

Boneville, which is on the Columbia River between Portland and The Dalles, is the location of the largest of the 18 salmon hatcheries of the state. The natural spawning areas for the salmon have gradually been lost (they are now only about 1/2 of what they were) by the development of dams, hydroelectric power, and irrigation. These hatcheries replenish much of this loss and it is said that without such help the salmon runs might easily become extinct in two or three cycles.

When gold was discovered in eastern Oregon in 1861, miners poured into this region lying between the Willows and southeastern edges of the Blue Mountains. Today, however, a trip into the Blue Mountains brings one to ghost towns and abandoned mines. Baker is the most prosperous survivor of the mining era. This town began with mining then followed with livestock, irrigated farming and lumbering. Today it is one of the largest shipping centers in the state for beef on the hoof, and its seven irrigated valleys are fruitful with wheat and corn and peaches.

Due to recent discoveries by Dr. L. S. Cressman of the Department of Geology of the University of Oregon, it is believed that southeastern Oregon was probably one of the early centers from which man spread to other parts of this continent. Bones and weapons of 10,000 years ago have been unearthed in caves. Lava from an explosion of ancient Mount Mazama drained into the caves and laid an unbroken flooring which dates the evidence which has been uncovered beneath it. It is estimated that the explosion occurred not less than 4,000 years ago but not more than 10,000 years ago. Bones of prehistoric horses and camels have been found in Five Mile Cave at Paisley Lake.

RENEW NOW!

Before you throw away the wrapper in which this issue of *Junior ARTS & ACTIVITIES* reached you, look at your name and address carefully.

If, at the top of your name, you note the figures 1-47, your subscription expires with this issue.

To avoid interruption in service send your renewal today to *Junior ARTS & ACTIVITIES*, 4616 N. Clark St., Chicago 40, Ill.

STORE

(Continued from page 18)

a nickel above five pennies; a dime above two nickels, a nickel and five pennies, and ten pennies; a quarter above two dimes and a nickel, five nickels, three nickels and a dime, four nickels and five pennies; and so on. This could also form the basis for a game to be played later with make-believe money. One child could place a quarter, for example, on the desk and the other players could try to place all combinations of other coins which equal the quarter.

SUMMARY

We have given a few hints about the presentation of measuring devices in connection with the classroom store activity. There are several workbooks which provide practice in these learning processes. Among them are:

Second Grade Arithmetic (Chicago: Morgan-Dillon and Co., \$1.25, hectograph)

My Progress Book in Arithmetic, Book 2 (Chicago: Beckley-Cardy Co., 16c per copy, \$1.72 per doz.)

Teachers may find helpful hints in the book: *Primary Arithmetic Through Experience*, Clark et al. (New York: World Book Co., 1939)

100 VALUES



This is a collection of 100 values which you can use in your classroom! Contained in it are photographic reproductions of 100 of the immortal art works of the world. And each one is accompanied by a one-page story telling of its origin and creator! This book is valuable for home, for classroom, and for the library!

200 pages—durably bound

INTERESTING READING MATERIAL

HANDY ART REFERENCE

Simply worded, easily comprehended stories which appeal to both young and old.

Only \$1.00

from

MORGAN-DILLON & COMPANY

4616 N. Clark St.

Chicago 40, Ill.

INDEX TO VOLUME 20 - SEPTEMBER 1946 - JANUARY 1947

- A**
Acorn Cup Bouquets, **project**, p. 43, 9-46
- ACTIVITIES**
Activities in the Kindergarten, see department each month
Activities in Wood, see department each month
Brighten Winter Days, p. 40, 1-47
Greeting Winter With Eyes, Ears, and Nose, p. 21, 12-46
Jumping Frog (The), p. 43, 9-46
Landscape Garden, p. 43, 9-46
Let's Fly High, p. 40, 1-47
Mapping a Study, p. 40, 1-47
Open Doors to Health, p. 24, 1-47
Outside Reading Interest, p. 40, 1-47
Reports in a Different Way, p. 43, 11-46
Rhythms of the Congo, p. 12, 1-47
Safe Halloween Exhibit (A), p. 24, 10-46
Science Activities, see department each month
See also art, crafts, design, dioramas, games, projects, units.
- ANIMALS**
Animal Costumes, p. 10, 10-46
December Nature Seatwork, p. 33, 12-46
How Animals and Plants Protect Themselves, **unit**, p. 7, 10-46
Seatwork, p. 12, 10-46
Story of the Three Bears, p. 22, 11-46
Tittle Tattle **song**, p. 20, 9-46
See also birds, insects, nature study and science.
- APPLES**, **poem**, p. 35, 9-46
- ARITHMETIC**
December Nature Seatwork, p. 33, 12-46
Measuring Devices For a Store Activity, **unit**, p. 18, 1-47
Nature Seatwork, p. 20, 1-47
Scare 'Em, **Halloween play**, p. 29, 10-46
Song of the Hours, **poem**, p. 19, 1-47
- ART**
Art Program (An), p. 26, 12-46
Chinese Characters in Art, p. 10, 9-46
Christmas Cards For Upper Grades, p. 32, 12-46
Christmas Tree Decorations, p. 43, 12-46
Color Wheel (The), **chart**, p. 19, 9-46
Crayon Stamp Work, p. 43, 10-46
Halloween Invitation, p. 28, 10-46
Holiday Decorations, p. 28, 12-46
Primary Christmas Cards, p. 37, 12-46
Problems in Perspective, p. 31, 11-46
Progressive Art in Progressive Schools, see department 9-46, 10-46, 11-46
Snowflake Card (A), p. 43, 11-46
Sources of Art Aids For Teacher and Pupils, p. 32, 9-46
Spatterwork Notebook Cover, p. 9, 11-46
Stained-Glass Windows, p. 14, 12-46
Teaching Color in the Primary Grades, **unit**, p. 18, 9-46
See also activities, book covers, construction, crafts, design, dioramas, illustration, posters, projects.
Atmosphere in Which We Live (The), p. 16, 9-46
Audio-Visual Aids, see department each month
- B**
Better English Game, p. 43, 11-46
Beware, **song**, **Halloween**, p. 40, 10-46
- BIOGRAPHY**
Clark, George Rogers, p. 20, 11-46
Columbus, Christopher, p. 39, 10-46
D'Arc, Jeanne, p. 9, 12-46
Finding America, **poem**, p. 13, 10-46
McLoughlin, John, p. 28, 1-47
Voyages of Columbus, **unit**, p. 34, 10-46
Wilson, Woodrow, p. 12, 9-46
- BIRDS**
Birds' Thanksgiving (The), **poem**, p. 35, 11-46
Jerry Takes a Fall, **story**, p. 29, 9-46
Seatwork, p. 12, 10-46
See also animals, insects, nature study and science.
Blueprint Posters, p. 15, 9-46
Bonfires, **poem**, p. 13, 10-46
- BOOK COVERS**
Book Cover for Father, p. 18, 12-46
Christmas Carol—Book Cover, p. 23, 12-46
Pandora, p. 23, 9-46
Robin Hood, p. 23, 10-46
See also art, book making, design, posters, projects.
- BOOK MAKING**
Classroom Notebook (A), **Fire Prevention Week**, p. 27, 10-46
House Book, p. 43, 9-46
Notebook Tour Through Congo Land (A), p. 10, 1-47
See also art, book covers, design, posters, projects.
- BOOKS AND BOOK WEEK**
Bookmark Varieties, p. 38, 11-46
Mending Books, p. 36, 11-46
Poster, p. 37, 11-46
Taking Care of Books, p. 34, 11-46
Your Bookshelf, see department each month
Bootjack, **woodworking**, p. 43, 10-46
- Boutonnieres, p. 18, 12-46
Braided Belts, p. 21, 1-47
Brighten Winter Days, **activity**, p. 40, 1-47
Building a Greenhouse in the Classroom, p. 36, 9-46
Building a Pioneer Settlement, **cover design**, 11-46
Building a Pioneer Settlement, **unit**, p. 7, 11-46
Bywords For Boys and Girls, **safety poems**, p. 31, 10-46
- C**
Calendar, see department each month
California Indians, **cover design**, 10-46
California Indians, **unit**, p. 18, 10-46
Case For Scissors, p. 43, 12-46
Chart Liner, **teaching aid**, p. 43, 11-46
- CHARTS**
Chart, **uranium**, p. 23, 9-46
Color Wheel (The), p. 19, 9-46
Open Doors to Health, p. 24, 1-47
Reading Charts, p. 27, 11-46
United Nations (The), p. 9, 9-46
Chinese Characters in Art, p. 10, 9-46
- CHRISTMAS**
Christmas Around the World, **program**, p. 30, 12-46
Christmas Baskets, p. 35, 12-46
Christmas Cards For Upper Grades, p. 32, 12-46
Christmas Card Shadow Boxes, p. 20, 12-46
Christmas Carol—Book Cover, p. 23, 12-46
Christmas Fun For Attic People, **story**, p. 29, 12-46
Christmas Gift, p. 19, 12-46
Christmas Tree Decorations, p. 43, 12-46
Holiday Decorations, p. 28, 12-46
My Christmas Stocking, **song**, p. 40, 12-46
Poems For December, p. 36, 12-46
Primary Christmas Cards, p. 37, 12-46
Story of the Christmas Carol, p. 22, 12-46
Toys That Sold Themselves (The), **play**, p. 29, 12-46
See also book covers, crafts, design, projects.
- CITIZENSHIP**
Bywords For Boys and Girls, **safety poems**, p. 31, 10-46
Courtesy Verses, p. 15, 1-47
How We Vote, p. 36, 1-47
Local Political Units Quiz, p. 37, 1-47
Our School, **unit**, p. 13, 11-46
Poster, p. 38, 1-47
Surveying Local Political Units, **unit**, p. 34, 1-47
Taking Care of Books, p. 34, 11-46
Unit on the United Nations, p. 7, 9-46
Verses to Think About, **courtesy**, p. 20, 9-46
See also community, Fire Prevention Week, safety.
- Clark, George Rogers, p. 20, 11-46
Classroom Castle (A), p. 12, 12-46
Classroom Decorations, p. 9, 10-46
Classroom Notebook (A), p. 27, 10-46
Coasting, **poem**, p. 36, 12-46
Color Wheel (The), p. 19, 9-46
- COLUMBUS, CHRISTOPHER**
Columbus, Christopher, p. 39, 10-46
Finding America, **poem**, p. 13, 10-46
Indians Columbus Met—Then and Now (The), p. 36, 10-46
Voyages of Columbus, **unit**, p. 34, 10-46
Voyages of Columbus, **map**, p. 38, 10-46
- COMMUNITY**
House Book, p. 43, 9-46
Local History, p. 43, 10-46
Measuring Devices For a Store Activity, **unit**, p. 18, 1-47
Oranges, **unit**, p. 13, 12-46
Unit on Fire, p. 26, 10-46
Unit on Houses (A), p. 14, 9-46
Unit on Milk (A), p. 12, 1-47
See also citizenship, social studies.
- Congo Life, **cover design**, 1-47
Congo Life, **unit**, p. 7, 1-47
Congo Rhythm Patterns, p. 12, 1-47
- CONSTITUTION DAY**
Blueprint Posters, p. 15, 9-46
September Blackboard Decorations, p. 24, 9-46
- CONSTRUCTION**
Activities in Wood, see department each month
Building a Greenhouse in the Classroom, p. 36, 9-46
Classroom Castle (A), p. 12, 12-46
Correlations in Stamp Collecting, p. 43, 11-46
Costume Scrapbook, p. 43, 1-47
Courtesy Verses, p. 15, 1-47
- CRAFTS**
Braided Belts, p. 21, 1-47
Flowerpots and Holders From Clay, p. 39, 9-46
Gourd Darners, p. 14, 10-46
Making Costume Jewelry, p. 38, 12-46
New Decoration, **Christmas**, p. 43, 12-46
Ornament Hobby, p. 43, 10-46
Pioneer Dolls From Scrap Materials, p. 10, 11-46
Toiled Metal Paper Work, p. 24, 12-46
Twig Crafts, p. 15, 10-46
- See also activities, art, projects, weaving, woodworking.
Cranberries, p. 30, 11-46
Crayon Stamp Work, p. 43, 10-46
- D**
D'Arc, Jeanne, p. 9, 12-46
Day After Christmas, **poem**, p. 36, 12-46
December Calendar, p. 6, 12-46
December Nature Seatwork, p. 33, 12-46
- DESIGN**
Animal Costumes, p. 10, 10-46
Classroom Decorations, p. 9, 10-46
Cranberries, p. 30, 11-46
Designs and Art in Native Crafts, p. 9, 1-47
Designs and Costumes of the Middle Ages, p. 10, 12-46
Designs For Stencils, **Christmas**, p. 18, 12-46
It's France For Hats, p. 11, 9-46
Migrating Butterfly—Butterfly Designs (A), p. 30, 9-46
September Blackboard Decorations, p. 24, 9-46
Snails, p. 32, 1-47
Thanksgiving Classroom Decorations, p. 39, 11-46
See also art, crafts, illustration, outline pictures, posters, projects, weaving
- DIORAMAS**
Christmas Card Shadow Boxes, p. 20, 12-46
Safe Halloween Exhibit (A), p. 24, 10-46
Simple Simon Poster Project, p. 28, 1-47
Story of the Three Bears—Poster (The), p. 23, 11-46
Doll's Verse, **poem**, p. 36, 12-46
- E**
Entertainment Helps, see department each month
Experiments, see department each month
- F**
Feudal Times, **unit**, p. 7, 12-46
Finding America, **poem**, p. 13, 10-46
- FIRE PREVENTION WEEK**
Classroom Notebook (A), p. 27, 10-46
Unit on Fire, p. 26, 10-46
Flowerpots and Holders From Clay, p. 39, 9-46
Follow the Signs, **story**, p. 29, 1-47
- FOODS AND NUTRITION**
Apples, **poem**, p. 35, 9-46
Cranberries, p. 30, 11-46
Oranges, **unit**, p. 13, 12-46
Thanksgiving, **song**, p. 40, 11-46
Thanksgiving Game (A), p. 24, 11-46
Unit on Milk (A), p. 12, 1-47
See also health.
- Free and Inexpensive Materials, see department each month
From the Editor's Desk, see department each month
- G**
GAMES
Better English Game, p. 43, 11-46
Game, p. 39, 1-47
Let's Fly High, p. 40, 1-47
Quiz Game, p. 43, 1-47
Reading Incentive Unit, p. 43, 10-46
Thanksgiving Game (A), p. 24, 11-46
- GEOGRAPHY**
California Indians, **unit**, p. 18, 10-46
Congo Life, **unit**, p. 7, 1-47
Correlations in Stamp Collecting, p. 43, 11-46
Indiana—An Outline Study, p. 18, 11-46
Learning About Oregon, **unit**, p. 26, 1-47
Notebook Tour Through Congo Land (A), p. 10, 1-47
Thanksgiving Game (A), p. 24, 11-46
See also maps, social studies.
Gourd Darners, p. 14, 10-46
Greenhouse in the Classroom (A), **unit**, p. 34, 9-46
Greeting Winter With Eyes, Ears, and Nose, p. 21, 12-46
- H**
HALLOWEEN
Beware, **song**, p. 40, 10-46
Halloween Activities, p. 32, 10-46
Halloween Invitation, p. 28, 10-46
Halloween Mystery, **poem**, p. 13, 10-46
Jack O'Lantern, **poem**, p. 13, 10-46
Safe Halloween Exhibit (A), p. 24, 10-46
Scare 'Em, **play**, p. 29, 10-46
Hat Stand For Mother, p. 18, 12-46
- HEALTH**
Health Rules in Rhyme, p. 15, 11-46
Open Doors to Health, p. 24, 1-47
Soap Bubble Bath, **song**, p. 40, 9-46
See also foods and nutrition.
Heat Energy and How We Use It, p. 16, 1-47
- HISTORY**
Building a Pioneer Settlement, **unit**, p. 7, 11-46
Feudal Times, **unit**, p. 7, 12-46
Local History, p. 43, 10-46
Voice of America, **program**, p. 30, 1-47

(Continued on page 44)

(Continued from page 43)

Voyages of Columbus, *unit*, p. 34, 10-46
See also biography, geography, social studies.
Holiday Decorations, Christmas, p. 23, 12-46
HOLIDAYS
See books and Book Week, Christmas, Constitution Day, Fire Prevention Week, Halloween, Thanksgiving.
House Book, p. 43, 9-46
How Animals and Plants Protect Themselves, unit, p. 7, 10-46
How We Vote, p. 35, 1-47
I
ILLUSTRATION
Designs and Costumes of the Middle Ages, p. 10, 12-46
How We Vote, p. 35, 1-47
Indians Columbus Met—Then and Now (The), p. 35, 10-46
It's France For Hats, p. 11, 9-46
See also book covers, outline pictures, posters.
Indiana—an Outline Study, unit, p. 18, 11-46
Indiana, map, p. 19, 11-46
INDIANS
California Indians, *cover design*, 10-46
California Indians, *unit*, p. 18, 10-46
Indian Baskets, p. 20, 10-46
Indians Columbus Met—Then and Now (The), p. 35, 10-46
Indians of California, *map*, p. 18, 10-46
INSECTS
Animal Costumes, p. 10, 10-46
Migrating Butterfly—Butterfly Designs (A), p. 30, 9-46
Seatwork, p. 12, 10-46
See also animals, birds, nature study and science.
It's France For Hats, p. 11, 9-46
I Wish That I Had Been There, *poem*, Christmas, p. 35, 12-46
J
Jack O'Lantern, *poem*, p. 13, 10-46
January Calendar, p. 6, 1-47
Jeanne D'Arc, p. 9, 12-46
Jerry Takes a Fall, *story*, p. 29, 9-46
Jumping Frog (The), p. 43, 9-46
K
Kitchen Accessories, *woodworking*, see 9-46, 10-46
Kitchen Convenience, *project*, p. 35, 12-45
L
Landscape Garden, p. 43, 9-46
LANGUAGE
Better English Game, p. 43, 11-46
Chinese Characters in Art, p. 10, 9-46
Homemade Dictionaries, p. 40, 1-47
Seatwork, p. 38, 9-46
Learning About Oregon, *unit*, p. 26, 1-47
Learning About the Earth, *unit*, p. 26, 11-46
Let's Fly High, *game*, p. 40, 1-47
Letter Box (The), see department each month
Lighthouse, *poem*, p. 13, 10-46
LITERATURE
Outside Reading Interest, p. 40, 1-47
Robin Hood Meets Richard the Lionhearted, *story*, p. 22, 10-46
Story About Simple Simon, p. 22, 1-47
Story of Pandora (The), p. 22, 9-46
Story of the Christmas Carol, p. 22, 12-46
Story of the Three Bears, p. 22, 11-46
Your Bookshelf, see department each month
See also reading, stories.
Little Pine Tree (The), *play*, p. 34, 12-46
Local Government Chart, p. 37, 1-47
Local History, p. 43, 10-46
Local Political Units Quiz, p. 37, 1-47
M
Make Mine Music, see 9-46, 10-46
Making Costume Jewelry, p. 38, 12-46
Mapping a Study, p. 40, 1-47
MAPS
Indiana, p. 19, 11-46
Indians of California, p. 18, 10-46
Oregon, p. 27, 1-47
Sources of Uranium, p. 27, 9-46
Voyages of Columbus, p. 35, 10-46
Market Pads, p. 43, 9-46
Master Outline For Social Science Units (A), p. 13, 9-46
McLoughlin, John, p. 28, 1-47
Measuring Devices For a Store Activity, *unit*, p. 13, 1-47
Medieval Times, *cover design*, 12-46
Mending Books, p. 36, 11-46
Migrating Butterfly—Butterfly Designs (A), p. 30, 9-46
Modernistic Lady (A), p. 14, 1-47
MUSIC
Make Mine Music, see 9-46, 10-46
Part Singing in the Upper Grades, p. 21, 11-46
Rhythms of the Congo, p. 12, 1-47
Teaching Music in the Grades, see department each month
See also programs, songs.
My Christmas Stocking, *song*, p. 40, 12-46
My Christmas Trees, *poem*, p. 35, 12-46
N
NATURE STUDY AND SCIENCE
Apples, *poem*, p. 35, 9-46
Atmosphere in Which We Live (The), p. 16, 9-46
Brighten Winter Days, p. 40, 1-47
Chart, p. 28, 9-46

Classroom Decorations, p. 9, 10-46
Cranberries, p. 30, 11-46
December Nature Seatwork, p. 33, 12-46
Flowerpots and Holders From Clay, p. 39, 9-46
Greenhouse in the Classroom (A), *unit*, p. 34, 9-46
Greeting Winter With Eyes, Ears, and Nose, p. 21, 12-46
Heat Energy and How We Use It, p. 15, 1-47
Landscape Garden, p. 43, 9-46
Learning About the Earth, *unit*, 11-46
Little Pine Tree (The), *program*, p. 34, 12-46
Oranges, *unit*, p. 13, 12-46
Our Earth, p. 16, 12-46
Point of View (The), *poem*, p. 33, 9-46
Reading Charts, p. 27, 11-46
Science Activities, see department each month
Seatwork, p. 33, 9-46
Seatwork, p. 12, 10-46
Snails, p. 32, 1-47
Sources of Uranium, *map*, p. 27, 9-46
Trees (The), *poem*, p. 35, 9-46
Unit on Milk (A), p. 12, 1-47
Uranium, *unit*, p. 26, 9-46
Water and the Earth, p. 16, 11-46
Water Cycle Seatwork, p. 28, 11-46
Wonders in Water (The), p. 16, 10-46
See also animals, birds, insects.
New Decoration, Christmas, p. 43, 12-46
Notebook Tour Through Congo Land (A), p. 10, 1-47
November Calendar, p. 6, 11-46
O
October Calendar, p. 6, 10-46
Opening the School Year, p. 43, 9-46
Oranges, *unit*, p. 13, 12-46
Oregon, *map*, p. 27, 1-47
Ornament Hobby, p. 43, 10-46
Our Earth, p. 16, 12-46
Our School, *unit*, p. 13, 11-46
OUTLINE PICTURES
Animal Costumes, p. 10, 10-46
Classroom Decorations, p. 9, 10-46
Halloween Invitation, p. 28, 10-46
Seatwork, p. 12, 10-46
Simple Simon Poster Project, p. 23, 1-47
Story of the Three Bears—Poster (The), p. 23, 11-46
Water Cycle Seatwork, p. 28, 11-46
Outside Reading Interest, p. 40, 1-47
P
Pandora, *book cover*, p. 23, 9-46
Paper Box, p. 40, 1-47
Part Singing in the Upper Grades, p. 21, 11-46
Pine Needle Whisk Brooms, p. 35, 12-46
Pioneer Dolls From Scrap Materials, p. 10, 11-46
Playground Equipment, p. 43, 11-46
PLAYS
Scare 'Em, Halloween, p. 29, 10-46
Thanksgiving in the Country, p. 29, 11-46
Toys That Sold Themselves (The), Christmas, p. 29, 12-46
See also programs.
POEMS
Apples, p. 35, 9-46
Birds' Thanksgiving (The), p. 35, 11-46
Bonfires, p. 13, 10-46
Bywords For Boys and Girls, p. 31, 10-46
Christmas Letter, p. 35, 12-46
Coasting, p. 36, 12-46
Courtesy Verses, p. 15, 1-47
Day After Christmas (The), p. 36, 12-46
Doll's Verse, p. 36, 12-46
Finding America, Columbus, p. 13, 10-46
Halloween Mystery, p. 13, 10-46
I Wish That I Had Been There, Christmas, p. 35, 12-46
Jack O'Lantern, p. 13, 10-46
Lighthouse, p. 13, 10-46
My Christmas, *poem*, p. 35, 12-46
Poems For December, p. 35, 12-46
Poems For October, p. 13, 10-46
Point of View (The), p. 33, 9-46
Santa Claus, p. 36, 12-46
Seven Choices, p. 13, 10-46
Song of the Hours, p. 19, 1-47
Trees (The), p. 36, 9-46
Verses to Think About, p. 20, 9-46
Winter Fun, p. 31, 12-46
Words For Winter, p. 36, 12-46
POSTERS
Blueprint Posters, p. 15, 9-46
Poster, books and Book Week, p. 37, 11-46
Poster, citizenship, p. 38, 1-47
Safe Halloween Exhibit (A), p. 24, 10-46
Simple Simon Poster Project, p. 23, 1-47
Story of the Three Bears—Poster (The), p. 23, 11-46
Primary Christmas Cards, p. 37, 12-46
Problems in Perspective, p. 31, 11-46
PROGRAMS
Christmas Around the World, p. 30-31, 12-46
Entertainment Helps, see department each month
Little Pine Tree (The), p. 34, 12-46
Voice of America (The), p. 30, 1-47
See also plays, poems, songs.
Progressive Art in Progressive Schools, see department, 9-46, 10-46, 11-46
PROJECTS
Acorn Cup Bouquets, p. 43, 9-46
Bookmark Varieties, p. 38, 11-46
Boutonniere, p. 18, 12-46

Case For Scissors, p. 43, 12-46
Christmas Baskets, p. 35, 12-46
Hat Stand For Mother, Christmas, p. 18, 12-46
Market Pads, p. 43, 9-46
Mending Books, p. 36, 11-46
Modernistic Lady (A), p. 14, 1-47
Pine Needle Whisk Brooms, p. 35, 12-46
Taking Care of Books, p. 34, 11-46
Thanksgiving Game (A), p. 34, 11-46
Toy Dishes, p. 43, 12-46
Used Razor Blade Containers, p. 43, 12-46
Well For the Pioneer Settlement (A), p. 12, 11-46
Yarn and Paper Portraits, p. 14, 11-46
See also activities, art, construction, design, dioramas, weaving, woodworking.
R
READING
Reading Charts, p. 27, 11-46
Reading Incentive Unit, p. 43, 10-46
Taking Care of Books, p. 34, 11-46
See also language, literature, poems, stories.
Reference Scrapbook, p. 43, 9-46
Reports in a Different Way, p. 43, 11-46
Robin Hood, *book cover*, p. 23, 10-46
Robin Hood Meets Richard the Lionhearted, *story*, p. 22, 10-46
S
SAFETY
Bywords For Boys and Girls, *poems*, p. 31, 10-46
Classroom Notebook (A), p. 27, 10-46
Safe Halloween Exhibit (A), p. 24, 10-46
Unit on Fire, p. 26, 10-46
Santa Claus, *poem*, p. 26, 12-46
Scare 'Em, Halloween, *play*, p. 29, 10-46
Science Activities, see department each month
SEATWORK
December Nature Seatwork, p. 33, 12-46
Measuring Seatwork, p. 20, 1-47
Seatwork, p. 38, 9-46
Seatwork, p. 12, 10-46
Water Cycle Seatwork, p. 28, 11-46
September Blackboard Decorations, p. 24, 9-46
September Calendar, p. 6, 9-46
Seven Choices, *poem*, p. 13, 10-46
Simple Simon Poster Project, p. 23, 1-47
Sleds, *woodworking*, p. 25, 11-46
Snails, p. 32, 1-47
Snowflake Card (A), p. 43, 11-46
Soap Bubble Bath, *song*, p. 40, 9-46
SOCIAL STUDIES
Local Government Chart, p. 37, 1-47
Master Outline For Social Science Units (A), *unit*, p. 13, 9-46
See also citizenship, community, geography, history, Indians.
Song of the Hours, *poem*, p. 19, 1-47
SONGS
Beware, Halloween, p. 40, 10-46
My Christmas Stocking, p. 40, 12-46
Soap Bubble Bath, p. 40, 9-46
Thanksgiving, p. 40, 11-46
Tittle Tattle Tat, p. 40, 9-46
Wishing Tree, p. 33, 1-47
See also programs.
Sources of Art Aids For Teacher and Pupils, p. 32, 9-46
Sources of Uranium, *map*, p. 27, 9-46
Spatterwork, Notebook Cover, p. 9, 11-46
Stained-Glass Windows, p. 14, 12-46
STORIES
Christmas Fun For Attic People, p. 29, 12-46
Follow the Signs, p. 29, 1-47
Jerry Takes a Fall, p. 29, 9-46
See also literature.
Story About Simple Simon (A), p. 22, 1-47
Story of Pandora (The), p. 22, 9-46
Story of the Christmas Carol, p. 22, 12-46
Story of the Three Bears, p. 22, 11-46
Story of the Three Bears—Poster (The), p. 23, 11-46
Story of Tools (The), p. 30, 10-46
Surveying Local Political Units, *unit*, p. 34, 1-47
T
Taking Care of Books, p. 34, 11-46
Teacher's Corner, see department each month
TEACHING AIDS
Chart Limer, p. 43, 11-46
Costume Scrapbook, p. 43, 1-47
Free and Inexpensive Materials, see department each month
Mapping a Study, p. 40, 1-47
Paper Box, p. 40, 1-47
Playground Equipment, p. 43, 10-46
Reference Scrapbook, p. 43, 9-46
Sources of Art Aids For Teacher and Pupils, p. 32, 9-46
Work Table Tops, p. 43, 12-46
Teaching Color in the Primary Grades, *unit*, p. 18, 9-46
Teaching Music in the Grades, see department each month
THANKSGIVING
Birds' Thanksgiving, *poem*, p. 35, 11-46
Thanksgiving, *song*, p. 40, 11-46
Thanksgiving Classroom Decorations, p. 33, 11-46
Thanksgiving Game (A), p. 24, 11-46
Thanksgiving in the Country, *play*, p. 29, 11-46
(Continued on page 47)

YOUR BOOKSHELF



Recently the book world has broken out with a rash of encyclopedias especially designed for use by children. Many of the established works have been revised and rewritten. These are excellent works having but one fault: they are necessarily multi-volumed and therefore expensive. While the comprehensiveness of the larger encyclopedias makes them indispensable in libraries the fact that they are in the libraries and not in individual classrooms is a definite drawback.

The need for a small children's encyclopedia (but accurate and sufficiently comprehensive) has been met by the editors of the "Golden Book" series in *The Golden Encyclopedia* by Dorothy A. Bennett (illustrations by Cornelius DeWitt). From Africa to Zoo the author and editors have chosen those items which children want to know about (and incidentally those things which most frequently come up for discussion in school). The concrete has been favored over the abstract. Thus while there is an article on "Writing," there is none on "Language."

The illustrations are especially outstanding. In the main they are large and in full color. Usually they outline all the phases of a specific subject in one comprehensive composition. For example the illustration for "Farming" shows the farm with all buildings labeled, the animal shelters (including even dove cotes and bee hives), farm implements such as mowing machine, scythe, plow, tractor, harrow, rake, and so on.

An excellent gift for a child, *The Golden Encyclopedia* can be a real asset to the classroom.

(Simon and Schuster, Inc., Rockefeller Center, New York—\$2.50)

The Fat Baron by Clip Boutell tells the tale of Baron Frederick Charles Henry Maximilian Francis Avoirdupois (the Fat Baron) and of what happened

when his castle was besieged by Sir Reginald the Fierce. Sir Reginald had just come back from fighting the wars in the East. The Fat Baron's land looked good to him and to his troops. So they lived off the cows and chickens and other good things of the barony while the Fat Baron and his people were shut up in the castle with nothing to eat but greens that the cook managed to get under cover of darkness.

Well, it turned out that the greens weren't so bad after all and they really were the reason why the Fat Baron finally was able to meet Sir Reginald the Fierce, now grown quite fat, the results of which encounter had better be left for the reader to discover.

The Fat Baron is one of those charming books that adults chuckle over as they read it to children. But, unlike some of this genre, its humor is really appealing to children also. The Fat Baron is so fat and the mental picture of his trying to mount his horse, Ronald, is so outlandish that children will be entranced.

There's a pretty obvious moral to the story but perhaps it is obvious only to adults. It is that all rich food (and no vegetables) is likely to produce dire results. In addition there is a great deal of accurate information about life in feudal times which alone makes *The Fat Baron* a useful item to have around. (See *Junior Arts and Activities*, "Feudal Times," page 7, December, 1946.)

The illustrations are charming and the end papers are decorated with a pictorial map of a barony, a valuable thing in a study of the middle ages.

(Houghton Mifflin Co., 2 Park St., Boston—\$2.00)

Books on crafts are many and, in the main, not very different from one another. The latest addition to the fold does have one unusual feature. *Adventures in Scrap Craft* by Michael Carlton

Dank emphasizes simple crafts using little bits of this and that and requiring no unusual tools or equipment. That fact puts the book in a place apart. To give an idea of the scope of the book, it contains, among other chapters, sections on "The Place of Scrap Materials in Craft Work," "Types and Sources of Scrap Materials," "Essential Tools and Other Useful Devices For Scrap Craft Work," and discussions of scrap wood, metal, felt, corrugated paper, wallpaper, cardboard, and so on.

Most of the projects outlined (with sketches and directions) are within the abilities of children as young as eight or nine years old.

(Greenberg, Publisher, 201 E. 57th St., New York 22—\$4.00)

Madeleine Takes Command by Ethel C. Brill (for older groups) is the story of Madeleine de Vercheres, who with her two small brothers commanded her father's seigneurie on the St. Lawrence River during an Indian attack in the early days of New France. The story of Madeleine is a true one and emphasis in the present book has been placed on authenticity. Perhaps that may be a fault because in spots it causes the very real, exciting action to lag. That, however, is a small point. Madeleine and her brothers are real characters and they live on each page of the book. Other characters support these three.

The background is excellent. It shows something of the social, economic, and political structure of New France. For that reason alone *Madeleine Takes Command* should prove valuable supplementary reading during studies of Canada and of colonial life in that country.

(Whittlesey House, 330 W. 42nd St., New York 18—\$2.00)

Junior Literary Guild selections for January are: *Pocahontas* by Ingri and Edgar Parin d'Aulaire (boys and girls, 6—8); *Old Con and Patrick* by Ruth Sawyer (boys and girls, 9—11); *Madeleine Takes Command* by Ethel C. Brill—see above (older girls, 12—16); *The Angry Planet* by John Keir Cross (older boys, 12—16).

ENTERTAINMENT HELPS

A PROGRAM OF MAKE BELIEVE

By GLADYS JACKSON

The purpose of this column is to give the busy teacher quick, easy plans for the monthly P.T.A. or Community Club meeting and suggestions for a big program.

If a teacher would like special help for her big program she may write to the author in care of Junior Arts and Activities stating when she intends to have her program, the type she wants, and the number and age of her pupils. Such requests should be sent at least a month and a half prior to the program date.

In the listings of sources of material, the price and the name and address of the publisher are always given. Send orders for this material direct to the publishers.

Through the medium of fantasy and make-believe there is a great opportunity to develop the child's imagination and so open up to him a fuller realization of creative activity. This does not mean, however, that children should be encouraged to believe in unreality because this can easily come to be an unhealthy escape from realities which must be faced. Rather children should be taught to appreciate the world of imagination and the using of this world in interpreting and expressing reality.

A program of this type utilizes many talents and can, if handled carefully to keep it from preciousness, be really delightful.

MUSIC

Rumpelstiltskin, Berta Elsmith (C. C. Birchard & Co., 221 Columbus Ave., Boston, Mass., \$1.25 royalty, \$5.00 if admission is charged), is an operetta, 2 acts, 3 scenes; 9 characters plus choruses; suitable for intermediate or upper grades.

The Cobbler and the Elves, Berta Elsmith (C. C. Birchard & Co., \$1.00 royalty, \$5.00 if admission is charged), is an operetta for lower or intermediate grades; 12 characters plus choruses; 1 scene, 1 act.

The Three Little Pigs, Carrie Dunlap (Clayton F. Summy Co., 235 S. Wabash Ave., Chicago).

A Mother Goose Arabesque, Jessie M. Tukey, and *The Fairy Wedding*, Garnett and Hadley (C. C. Birchard & Co., 75c each), are lovely cantatas designed for treble voices in three parts.

Churchill-Grindell Song Book No. II (Churchill-Grindell Co., Platteville, Wis., 45c), contains many songs for primary and intermediate grades. "The Little

Elfman" is that delightful poem set to music.

Songs Children Sing (Hall & McCreary Co., 434 S. Wabash Ave., Chicago, 50c), contains many of the little nursery rhymes that children love to sing.

PLAYS

The following are plays published individually.

Calico Cat, Mary T. Johnson (T. S. Denison Co., 623 S. Wabash Ave., Chicago, 35c), is a fanciful play for small children; 1 act, 2 scenes; 16 characters, four can be omitted; 30 minutes; clever.

Rumpelstiltskin (Willis N. Bugbee Co., Syracuse, N. Y., 30c), is adapted from the story by Grimm; 10 characters; 2 acts; best for intermediate grades; 25 minutes.

Cinderella's Reception, Mary Bonham (Willis N. Bugbee Co., 35c), is a play based on receiving Cinderella into court; 41 or more characters; best for a mixed school or intermediate and lower grades combined.

The Enchanted Garden, Karin Sudelof-Asbrand (Willis N. Bugbee Co., 35c), is a very good musical fantasy for intermediate or upper grades; 17 characters; about 30 minutes.

The Golden Quest, Dorothy Reynolds (Willis N. Bugbee Co., 35c), is a play the children will enjoy giving; 22 or more characters; intermediate grades; about 25 minutes.

The Golden Goose, Elizabeth F. Gup-till (Beckley-Cardy Co., 1632 Indiana Ave., Chicago, 15c) is a good 20-minute play for small children; 13 characters.

Tom Thumb's First Wedding Anniversary (Paine Publishing Co., Dayton, Ohio, 30c), is an excellent comedy for lower-grade children; 7 or more characters. Any audience will love it.

The following are collections which have several plays included.

The Gingerbread House and Other Plays (Walter H. Baker Co., 178 Tremont St., Boston, Mass., 60c), contains 9 plays, 4 suitable for this type of program. "The Gingerbread House" (Hansel and Gretel), 3 characters, 25 minutes. "When the Moon Learned to

Smile," 6 characters, 10 minutes. "The Raggedy-Girl's Dream," 3 boys and 3 girls, 20 minutes. "The Ring of Salt," 2 boys and 4 girls, 30 minutes.

Going to School in Mother Goose Land, Elizabeth F. Gup-till (Eldridge Entertainment House, Franklin, Ohio, 25c), is a 15 minute play that children can do; 15 characters.

Let's Pretend, Alice C. D. Riley (Walter H. Baker Co., \$1.00 royalty, \$2.00 each). "The Bubble Peddler" is a modern version of Little Red Riding Hood, 3 characters. "The Golden Touch," a dramatization of the Creek myth, 6 characters. "The Willow Tree," a Chinese fantasy, 5 characters. "The Ugly Duckling," Andersen's fairy tale, 13 or more characters.

Twelve Short Plays, Florence C. Com-fort (H. T. FitzSimons, 23 E. Jackson Blvd., Chicago, \$1.00), contains several good imaginative plays.

Guki the Moon Boy and Other Plays, Beulah Folmsbee (Walter H. Baker Co., \$1.25), contains four humorous fairy plays, from 6 to over 14 characters. "The King's Cobbler," 6 characters, is not a fairy story but is from the early days of kings and queens and intermediate- or upper-grade pupils will really enjoy it.

Ten Minutes by the Clock, Alice C. D. Riley (Walter H. Baker Co., cloth binding, \$1.25), contains four plays. "The Blue Prince," 9 characters with as many extras as desired; a fairy story with a new twist; 30 minutes.

Boys Will Be Boys, Alexander Key (Eldridge Entertainment House, Inc., 75c), has very easy pantomimes and entertainments for boys. Any group will enjoy doing "Aladdin and His Lamp"; very funny; any number of characters.

Ten Shadow Plays For Little Folks (Eldridge Entertainment House, Inc., 50c), is ideal for the lower-grade teacher. Several very usable plays.

Entertainment Novelties For Kindergarten and Primary (Eldridge Entertainment House, Inc., 50c), contains many short little playlets, several about fairies.

Easy Plays For Children (Walter H. (Continued on page 47)

AMERICA

(Continued from page 31)

And right and justice should prevail.

(And when the pandemonium of war
Was deadened to an echo,
The grieving voices of America
United in this call to rest.)

CHORUS: "Taps." *Unaccompanied.*

NARRATOR:

Now the dove of peace hovers overhead,
Awaiting to encircle the globe.
Americans of all classes and habits,
Citizens from all nations and faiths,
Seek to establish a pattern of living
That they envision as The American
Way.

Hear their voices unite in a swelling
chorus

In our pledge of loyalty and love.

CHORIC SPEECH: "Pledge to the
Flag." *If the group includes chil-
dren of various races, nationalities or
creeds, one from each group might
step forward as the group rises and
lead the salute.*

NARRATOR:

Hear ye, Americans from all over the
world:

Whether old or young; whether weak or
strong,

Whether educated or unskilled;

Whether born afar or near.

(Join the prayer of America today . . .
Write her songs in the years to come!)

CHORUS: "Peace Hymn," by Warren.
Three stanzas, accompanied.

SOURCES OF MATERIAL

Choric Speech: "Navajo Corn Planting
Song," in *History Sings* by Hazel Kin-
scella, University Publishing Com-
pany, Lincoln, Nebraska. Patriotic
numbers in *Patriotic Anthology*,
Doubleday-Doran, Garden City, New
York.

Music: The songs which may be diffi-
cult to locate were found in the *Music
Hour Series*, and *Music of Many
Lands and People*, published by Silver
Burdett, 45 East 17 Street, New
York 3.

ENTERTAINMENT

(Continued from page 46)

Baker Co., 50c), contains three suitable
plays.

A puppet show is one good way of
handling fairy stories. If you are a
beginner at them or experienced, you
will find the following two books are
very good.

A Book of Marionette Plays, Anne
Stoddard and Tony Sarg (Walter H.

INDEX

(Continued from page 44)

This Is Art, *chart*, p. 27, 12-46
Tittle Tattle Tat, *song*, p. 40, 9-46
Tooled Metal Paper Work, p. 24, 12-46
Toy Dishes, p. 29, 12-46
Toys That Sold Themselves (The), *play*,
p. 29, 12-46
Trees (The), *poem*, p. 35, 9-46
Twig Crafts, p. 15, 10-46

U

United Nations (The), *chart*, p. 9, 9-46
United Nations Week, cover design, 9-46
UNITS
Building a Pioneer Settlement, p. 7, 11-46
California Indians, p. 18, 10-46
Congo Life, p. 7, 1-47
Feudal Times, p. 7, 12-46
Greenhouse in the Classroom, p. 34, 9-46
How Animals and Plants Protect Them-
selves, p. 7, 10-46
Indiana—an Outline Study, p. 18, 11-46
Learning About Oregon, p. 26, 1-47
Master Outline For Social Science Units
(A), p. 13, 9-46
Oranges, p. 18, 12-46
Our School, p. 13, 11-46
Surveying Local Political Units, p. 34,
1-47
Teaching Color in the Primary Grades,
p. 18, 9-46
Unit on Fire, p. 26, 10-46
Unit on Houses (A), p. 14, 9-46
Unit on Milk (A), p. 12, 1-47
Unit on the United Nations (A), p. 7, 9-46
Uranium, p. 26, 9-46
Voyages of Columbus, p. 34, 10-46
Used Razor Blade Containers, p. 43, 12-46
Using Project Material in This Issue, see
department each month

V

Verses to Think About, *poems*, p. 20, 9-46
Voice of America, *program*, p. 30, 1-47
Voyages of Columbus, p. 34, 10-46
Voyages of Columbus, *map*, p. 38, 10-46

W

Water and the Earth, p. 16, 11-46
Water Cycle Seatwork, p. 28, 11-46
WEAVING
Christmas Gift, p. 19, 12-46
Indian Baskets, p. 20, 10-46
Well For the Pioneer Settlement, p. 12, 11-46
Wilson, Woodrow, p. 12, 9-46
Winter Fun, p. 31, 12-46
Wishing Tree, *song*, p. 33, 1-47
Wonders in Water (The), p. 16, 10-46
WOODWORKING
Activities in Wood, see department each
month
Bird Feeding Stations and Shelters, p. 25,
12-46
Bootjack, p. 43, 10-46
Kitchen Accessories, see 9-46, 10-46
Sleds, p. 25, 11-46
Toys, p. 25, 1-47
See also construction.
Words For Winter, *poem*, p. 36, 12-46
Work Table Tops, p. 43, 12-46

Y

Yarn and Paper Portraits, p. 14, 11-46
Your Bookshelf, see department each month

Baker Co., 75c), is a fine text. It con-
tains instructions on making the ma-
rionettes, building the stage, and tricks
in performing. Five well-known plays
are given: "Red Riding-Hood," "Jack
and the Beanstalk," "Hansel and Gretel,"
and "Rip Van Winkle." The dialogues
are so simple and well written that a
pupil of any grade will enjoy his part
in the production.

Puppet Plays and Peephole Shows
(J. S. Latta and Son, Cedar Falls, Iowa,
75c), is a beginner's book which the
more experienced will find useful also.
Instructions are given for all types of
puppets and how to build the stage.
There are ten plays for puppets and six
for peephole shows. Most of the plays
are short. The children will enjoy do-
ing them but will need to do more
memorizing as they may not be so
familiar with these stories.

SERVICE FOR SUBSCRIBERS

January is a busy month for all
elementary teachers. We know you
want to have materials, projects, and
activities on hand so that your class
will not be delayed. You may have
questions about integrations and cor-
relations, sources of materials, suit-
able books for supplementary reading
and reference, programs, and so on.

We suggest that you write us. We
have established a separate depart-
ment for finding the answers to teach-
ers' questions.

It requires about a month to do the
necessary research and send a reply
to your letter. (Sometimes we sur-
prise ourselves and our correspondents
by beating this deadline!) We suggest
that you write us early.

Make all requests as specific as pos-
sible. State the grade or grades you
teach; give us any additional infor-
mation you believe will be helpful in
preparing the material you wish.

Write to:

The Editor

Junior ARTS & ACTIVITIES

4616 N. Clark St.

Chicago 40, Ill.

READING & PHONICS

Hectograph duplicating workbooks
guaranteed to reproduce 50 to 75
copies on any gelatin duplicator.

A.B.C. Pre-Primer: 67 pages.....\$1.25

First Grade Reading: 60 pages.. 1.25

Second Grade Reading:
60 pages 1.25

Third Grade Reading: 52 pages 1.25

Fourth Grade Reading:
52 pages 1.25

Phonics & Reading: 32 pages,
1A or 2B level..... 1.00

Magic Keys To Phonics:
32 pages, grades 3-5..... 1.00

Each unit contains stories, pictures,
activities of all kinds: coloring, past-
ing, matching, test responses. Vocabu-
lary is carefully graded and controlled
and workbooks may be correlated with
any reading text.

MORGAN-DILLON & CO.

Dept. J, 4616 N. Clark St., Chicago 40, Ill.

FREE AND INEXPENSIVE MATERIALS

The pamphlets and other materials listed below may be just what you have been looking for. To facilitate your ordering these items we have prepared an order blank (see below). Use this to indicate the desired materials. Send the order blank to us and we shall forward your requests to the proper publishers.

Teaching Grade School Music the Song Flute Way is an illustrated pamphlet showing how the song flute can be used profitably in all elementary grades. Plans of instruction, values of the method, and detailed use of the song flute are given. This handy teaching device may be obtained from the Song Flute Company, Division of C. G. Conn Ltd., 630 South Wabash Avenue, Chicago 5. There is no charge for the pamphlet which may be obtained by writing to the Song Flute Company.

The Pan American Union publishes many pamphlets in English. Among them are a series of illustrated booklets describing some of the outstanding products of South and Central America.

These are included in the "Commodities of Commerce" series. Each pamphlet contains pictures to illustrate the text plus graphs and other pertinent data. *Tin, Rubber, Quinine, Coffee in the Americas*, and *Cacao* are among the most interesting.

These may be purchased for 5c each from the Pan American Union, Washington, D. C. A list of their publications in English may be obtained free of charge by writing to the Union.

For your unit on conservation you will find much helpful data in the publication, *Water and Our Forests* (Miscellaneous Publication No. 600), distributed by the Forest Service of the U. S. Department of Agriculture. The subdivisions of the booklet include such titles as, "Sometimes We Have Too Much Water," "Sometimes We Have Too Little Water," "How Soil, Forests, and Water Are Related," "Forestry to Conserve All Watershed Values." The booklet contains maps, graphs, and photographs in addition to the text.

Water and Our Forests may be obtained without charge by writing to the Forest Service, U. S. Department of Agriculture, Washington, D. C.

If you are planning a health unit, *Nutrition Notes*, a collection of words and music about health and nutrition compiled by the students and faculty of Sarah Lawrence College, should help enliven the day-to-day activities as well as provide material for a culminating program. *Nutrition Notes* contains new words to familiar songs (such as "We're On Our Milky Way" to the tune of "Auld Lang Syne") as well as entirely new music and words (such as "Check That Hidden Hunger").

Nutrition Notes may be obtained for 25c per copy by writing to Sarah Lawrence College, Bronxville 8, New York.

Tests for every school purpose are published by the Public School Publishers. (Continued on inside back cover)

The GRAB BAG

FREE and INEXPENSIVE MATERIALS

ORDER THESE
FOR HELPFUL
INFORMATION

- | | | | |
|------|---|------|--|
| J101 | FREE. <i>Teaching Grade School Music the Song Flute Way</i> . Illustrated pamphlet showing how the song flute can be used in all elementary grades. | J105 | FREE. <i>Tests Catalogue</i> . Catalogue of tests for every school purpose including preschool, kindergarten, elementary, and advanced grades. |
| J102 | FREE. <i>List of Publications of the Pan American Union</i> . Includes listing of booklets on tin, rubber, quinine, coffee, and so on. | J106 | 25c. <i>Alaska</i> . Book of information on Alaska, including sections on surface features, climate, wild life, resources, education, transportation, etc. |
| J103 | FREE. <i>Water and Our Forests</i> . Maps, graphs, photographs, and text on subject of title. | J107 | FREE. <i>Motion Pictures and Slide Films For School Use</i> . Index of available material in this field from Westinghouse. |
| J104 | 25c. <i>Nutrition Notes</i> . Collection of words and music about health and nutrition. | J108 | 75c. <i>Songs For Every Season</i> . Collection of over 20 songs for use in the elementary grades. Seasonal, patriotic, and holiday observances. |

This feature has been inaugurated as a special help to our subscribers. We regret that we shall not be able to honor charge orders. CASH MUST ACCOMPANY ALL ORDERS.

ORDER BLANK — PLEASE REFER TO THE NUMBERS AS GIVEN ABOVE

We cannot honor this coupon after March 31, 1947.

Junior ARTS & ACTIVITIES
4616 N. CLARK ST., CHICAGO 40, ILL.

Please send me one (1) copy of each of the pamphlets which I have checked below. I enclose \$..... to cover the cost of those items which require payment.

☐ J101 (Free), ☐ J102 (Free), ☐ J103 (Free), ☐ J104 (25c), ☐ J105 (Free), ☐ J106 (25c), ☐ J107 (Free), ☐ J108 (75c)

Name

I am particularly interested in material on the following subjects:

Address

City..... Zone..... State.....

PLEASE SEND THIS ORDER BLANK IN A SEPARATE ENVELOPE. DO NOT COMBINE IT WITH ORDERS FOR OTHER ITEMS.

ob-
the
of

nit,
rds
ion
of
elp
rell
ing
ew
're
of
ely
eck

for
rah
ew

are
sh-

NURSERY RHYMES IN PICTURES

8½ x 11 outline drawings of 30 favorite Nursery Rhyme Characters. No Reading Matter. Drawings are free of confusing detail and make attractive classroom decorations when colored.

Printed in hectograph duplicating ink. Each page will reproduce from 50 to 75 copies on any gelatin duplicator.

Price - \$1.00

Send remittance with order

MORGAN-DILLON & CO.

4616 N. Clark St.

Chicago 40, Ill.



MARCH OF DIMES
JANUARY 15-30

BUILD YOUR RECREATION LIBRARY

Do you have on your shelf these first aid supplies for your recreation program?

CONDUCT OF SCHOOL
COMMUNITY CENTERS\$50

RURAL RECREATION75

RECREATION AND THE
CHURCH50

RECREATION FOR
INDUSTRIAL WORKERS50

THE ABC'S OF PUBLIC
RELATIONS IN
RECREATION85

RECREATION MAGAZINE
12 issues per year..... 3.00

ORDER THESE PUBLICATIONS
DIRECTLY FROM

**NATIONAL RECREATION
ASSOCIATION**

315 FOURTH AVE. NEW YORK 10, N. Y.

FREE AND INEXPENSIVE MATERIALS

(Continued from page 48)

ing Company. Their catalogue should prove a valuable addition to the reference file of sources of supplies kept by teachers and administrators. Included in the catalogue are descriptions of tests for preschool children, kindergarten, and elementary grades (as well as those for more advanced groups).

A copy of this catalogue may be obtained free of charge by writing to the Public School Publishing Company, Bloomington, Illinois.

The U. S. Department of the Interior (Division of Territories and Island Possessions) has compiled a book of information about Alaska. It contains, in addition to some information not specifically usable in schools, sections on the surface features, climate, wild life resources, educational system, communications, and transportation.

Alaska has a large page size so that illustrations, maps, graphs, and tables are easy to read and inspect.

Copies of this publication may be obtained from the Superintendent of Documents, Washington 25, D. C. The cost is 25c.

Motion Pictures and Slide Films For School Use is the title of the latest index of available materials in this field produced by the Westinghouse Electric Corporation, School Service Division.

The index lists the films and motion pictures by title and includes a description of each. The first page of the booklet is devoted to a graph showing which films are suitable for which purposes. For example: the motion picture, "Music in the Sky," is listed as being suitable for English, music, science, and assembly programs.

This booklet may be obtained from the School Service Division, Westinghouse Electric Corp., 306 Fourth Ave., P. O. Box 1017, Pittsburgh 30, Pa. There is no charge.

Songs For Every Season, a compilation of over 20 songs which have appeared in *Junior Arts and Activities* in the past, is the latest publication of The Jones Publishing Company. There are songs for the fall and winter holidays as well as for patriotic observances, Valentine Day, Easter, spring, and so on. The price of the book is 75c. The address of the publisher: 4616 N. Clark St., Chicago 40.

IN EVERY CLASSROOM . . .

there is a definite place for a postage stamp collection.

Stamp collecting has many advantages as a teaching device: it is an interesting and instructive pastime; it stimulates interest in geography. Did you know that many of the states have their own stamps? It automatically classifies the different eras of our history for the children and fixes important dates in their minds. It further acquaints children with the great men of this country and it stimulates their interest in outstanding figures of our history.

It even has an economic value, since every stamp automatically increases with age, whether mint or cancelled, and some very small values become worth many times their original cost, yet there are literally hundreds of stamps which may be obtained for less than a nickel.

The most popular and practical album for the young collector is *The Postage Stamps of the United States*. This album contains spaces for every design and color of United States postage and air mails down to 1942. New pages for the album are issued at regular intervals. Particular attention is paid to artistic and distinctive arrangement of the stamps. Beautifully bound in blue and gold, it lies flat when open; has designs on one side of the page only; has a little frame for each stamp, and in every respect is a decided advance and improvement over the old style stamp albums. It is reasonably priced at

Only \$2.00

(Postpaid)

(Remittance must accompany all orders)

The Jones Publishing Co.

4616 N. Clark

Chicago 40, Ill.



Aladdin Had a Magic Lamp

which no one can deny was truly a wonderful thing. But magic lamps are wonderful only in fairy tales. When someone tries to tell you that you can have a "magic lamp," or a magic formula for success, something that will transform your classroom, something that will make teaching as easy as saying, "Abra-ca-dabra" — well, you know that it simply isn't true. That is why when we tell you about *Junior Arts and Activities* we make no extravagant claims, nor do we want to push off any "magic lamp" ideas about our material.

We say simply that *Junior Arts and Activities* is a magazine of usable, stimulating material designed to fit the varying needs of all types of elementary schools and school systems. It is *not* a magic formula for success, but it is the answer to the requests from thousands of teachers for new ideas, new activities, new plans, and new projects for use in their classrooms.

Junior Arts and Activities is the modern magazine for modern, progressive teachers. It contains concrete ideas, projects, plans, usable helps for every classroom.

Each monthly issue contains arts and crafts plans arranged in practical, workable form; things to make, to do, to draw, suggestions and teaching aids! Every phase of elementary education is covered—arts, crafts, music, social studies, nature material, seasonal material, seatwork, outlines, correlating projects, reading, and so on.

There are also special sections—The Letter Box, Free and Inexpensive Materials, Entertainment Helps, Audio-Visual Aids, Your Bookshelf, Using Project Material — all designed to give specific help to the teacher in meeting her everyday problems.

And the cost is so small—scarcely a penny a day for material that will save you long hours of research and hours of your free time which you may now have to spend planning activities for your classes.

No matter when you subscribe — whether in the middle of the year or at the beginning, whether in the spring or in November—you receive 10 full issues beginning with the number current with your subscription. So, if you send your subscription in now, you will receive a magazine filled with material which you can put to use in your classroom at once!

And we want to add that if you are not entirely satisfied with your order, we shall be glad to refund your money if you let us know within 10 days after the receipt of the first issue. However, we think that regardless of the elementary grade you teach, including kindergarten, you will find abundant material in *Junior Arts and Activities*! Subscription price is only \$3.00 per year, \$5.00 for two years. (Add 25c per year for Canadian subscription; 50c for those from other foreign countries.)

Simply mail in your subscription order to

Junior ARTS & ACTIVITIES

4616 N. CLARK STREET

Dept. J-1

CHICAGO 40, ILL.

